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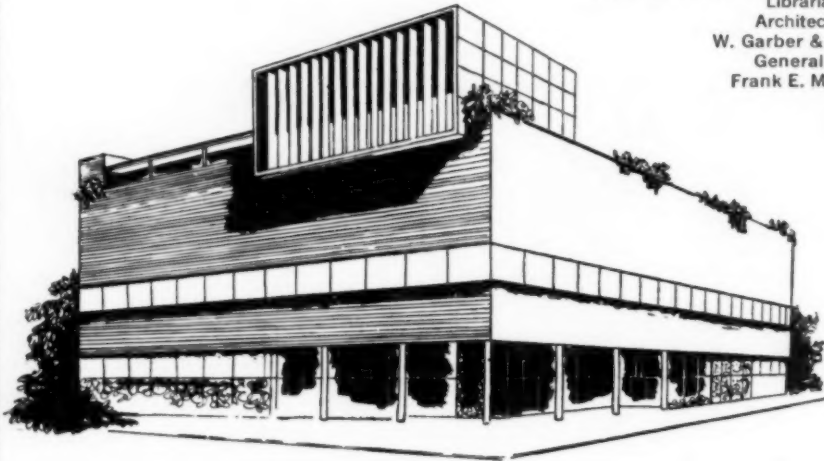
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From the Editor's Desk

If the gentleman on the cover should lift his head out of the newspaper and ask you where he could read the latest issue of JUBILEE, what would you tell him? If he were looking for HARPERS or the SATURDAY REVIEW, you would have no trouble directing him to the neighborhood public library. But for a Catholic publication, where could he go and feel welcome?

The startling fact is that, except for the relatively small number of Catholics in Catholic schools, there are few Catholics who have easy access to representative collections of Catholic books and periodicals. The parish library movement is growing, but slowly; and nine tenths of these collections are pitifully small. A few dioceses have established information centers in the shopping districts. Aside from that, Catholics who want to keep up with the latest in Catholic literature must buy it for themselves.

Several possible solutions come to mind. First, Catholics could be encouraged to buy more books. This is a praiseworthy aim, and should be promoted, but we know from the history of our public libraries that there appears to be a direct proportion between the rise of retail book sales and the rise of library circulation. Second, every rural dean could be urged to build and equip a Catholic "public" library in his deanery. A splendid goal, but perhaps a trifle idyllic. A third solution is to throw the existing Catholic school libraries open to the use of Catholic adults. Why not?

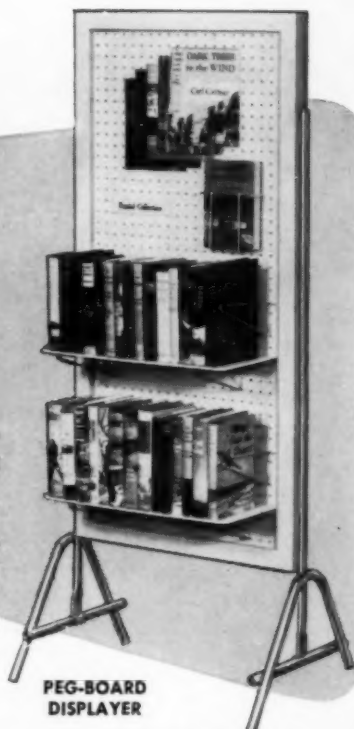
There are thirty-seven hundred Catholic schools in this country of high school level and higher. Each one must have a library. Most of these libraries are in use only five or six hours a day, five days a week. Consider the waste of money as these facilities go unused through the late afternoon and evening hours and through the entire summer, with the exception of some of the colleges that have evening courses and summer school. Most of the books sit there; the expensive furniture and equipment sit there; the large rooms and buildings sit there, while hundreds of thousands of potential Catholic readers remain unprovided for.

It is clear that school libraries cannot be extended to adult patronage without additional personnel and increased budgets. But it is equally clear that these increases would be fractional compared to the expense in setting up an independent system to provide for the adult Catholic readers, whom Catholic libraries are now tragically neglecting.

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VOL. 27 NO. 2

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I wish to call your attention to the enclosed book plate, and ask you, if possible, to call your readers' attention to it. It was designed and printed by St. John's University, Collegeville, Minnesota, for books from my husband's library which I donated to them after my husband's death.

In comparison with the usual, "Gift of Mr. So and So," it seems to me that this text is truly worthy of a Catholic library and answers the wish of the donor, to establish not only a memorial but also ask the grateful prayers of the users. . . .

MRS. EDITH GURIAN
South Bend 15, Indiana

REMEMBER IN CHRIST
WALDEMAR GURIAN * 1954
WHOSE BOOK I ONCE WAS

Progress Noted

The Catechetical Guild Educational Society has voted to increase its annual contribution to the Catholic Library Association to \$100.00 effective January, 1956.

The progress of the Association during the past year has been so outstanding that the Guild is most happy to recognize effective leadership by an increase in our annual contribution.

If the Catechetical Guild can ever be of any services to your officers, please feel free to call on us.

F. ROBERT EDMAN, *Vice President*
Catechetical Guild
St. Paul 2, Minnesota

Much Interest

I found much of interest, pleasure and profit in the October issue of the CLW. In my opinion it shows wonderful progress in every way.

BROTHER J. SYLVESTER, F.S.C.
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NOVEMBER 1955



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The Retrial of Joan of Arc

By Régine Pernoud

ON July 7, 1456, the Archbishop of Rheims declared null and void the trial at which Joan of Arc had been convicted of heresy. Here, in part, is the actual testimony that led to her exoneration, hidden in church archives until now, which witnesses gave twenty years after the first trial. The depositions came from people in every walk of life—Joan's playmates and relatives, her valet, her confessor, her royal and noble friends and enemies, her fellow soldiers — a cross section of fifteenth-century France. Both as an absorbing human document — upon which the sainthood of Joan of Arc rests — and as a study of the emergence of truth from the midst of prejudice and lies, the book is of extraordinary interest. *Foreword by Katherine Anne Porter.*

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Just Browsing

● Catholic Book Week, 1956 (February 19-25), is off to a flying start according to a progress report from Alphonse Trezza, the national chairman. Rev. Bernard Theall, O.S.B. and Mrs. Mary Stack McNiff will supervise the selection of the adult reading list; Mary Conner and Bernice Hansbury will take care of the young adult list; and Miriam Wessel and Margaret Clark, with perhaps a third person, will do the children's list. Sister Eone, O.S.F., Margaret Mary Henrich, Louise Cromien, and Brother Edmund Joseph, F.S.C. will contribute to the folder of ideas and bibliography. Mailings will begin immediately after Christmas. Mr. Trezza is one of the most capable, hard working, devoted members of CLA. The observance of Catholic Book Week has come a long way since he took over.

● Many well known names in CLA have different addresses this fall. Rev. Joseph P. Donnelly, S.J. and Rev. Gilbert C. Peterson, S.J. have become teachers, after their tours of duty at St. Louis University, and St. Mary's College, Kansas, respectively. Rt. Rev. Msgr. Harry C. Koenig is now pastor of Sacred Heart parish, Chicago. Rev. Edward Roche has taken his place at St. Mary of the Lake Seminary, Mundelein, Illinois. Mr. Phillips Temple is now doing library work for a large industrial firm in Washington, D.C. Rev. Andrew L. Bouwhuis, S.J. is now librarian at St. Peter's College in Jersey City.

● We should really take a poll before we make this statement, but a couple of years ago it was true that no Catholic library school taught the Lynn-Peterson Alternative Classification for Catholic Books. We have run into a number of graduates, who were ignorant of the existence of such a scheme. We recently received a letter from a priest attending one of the Catholic schools, who inquired for a scheme suitable for a seminary library. Most students in the library schools will have no use for the Lynn-Peterson scheme, since they are preparing for the secondary school level, but it would not hurt to pass a couple of copies around the class and give a few words of explanation.

● **Essential Books**, a new periodical published by a subsidiary of Oxford University Press, will be a boon to college, university, and seminary librarians, who try in vain to keep up with the scholarly publications of the university presses and the trade publishers as well. Published bi-monthly **EB** lists and annotates, in subject categories, forty odd pages of new titles. The annotations are merely descriptive, not evaluative, similar to those in **PW's** Weekly Record. Large Catholic libraries will be interested in the **Armorial of the American Hierarchy**. The material on the bishops of the United States from the beginning until now has never before been gathered in one place. Nine volumes are contemplated, each printed in four colors to do justice to the shields of American dioceses and their incumbents. It is being published by the Stobbs Press in Worcester, Mass. Volume III is almost ready at \$6.00.

● As an example of the lack of Catholic activity in ALA affairs, the June elections of that organization did not offer the membership an opportunity to elect one officer from a Catholic institution. As far as we could see, there was no Catholic library represented on the ballot.

● An interesting article on the Council of National Library Associations appeared in the September issue of Stechert-Hafner's **Book News**. Among the forthcoming activities of the Council is the publication of the **American Library Annual**, which has been dormant since 1918. **Contents In Advance** is a recent addition to the field of librarianship. It is published eleven times a year and prints the contents pages of library periodicals from all over the world, the CLW included.

● We had to rush to get a last minute idea into print in the **Handbook**, which, by the way, was in the mails the first of October. Sister Mary Clara, B.V.M. of Mundelein College, Chicago, agreed to whip up a Buyers' Guide featuring suppliers of materials of specifically Catholic interest and also those firms which support the CLW with their advertising. We have already had many requests for the Guide from people who saw the news release on it, but of course, it is sold only as part of the **Handbook**. We, ourselves, have already had occasion to use the Guide several times for quick reference. Suggestions for improvements are invited.

● It is not the easiest job in the world to choose a city for the CLA's annual conference. Here are some of the factors we are up against in a selection. The site must be reasonably distant from the previous year's, yet in an area generously peopled with Catholic librarians. The city should not be below the Mason-Dixon line, because we are unwilling to offend our Negro members, few though they are, who would be subjected to indecencies of segregation. The local Unit must have a daring chairman, who is willing to assume the thankless task of heading the all-important local arrangements committee. When we find a city that fills all these requirements, the next job is to check on the hotels. CLA is growing. We require thousands of square feet of exhibit space, two meeting rooms to accommodate several hundred simultaneously, a dining room for five hundred in addition to the exhibit area. We are not big enough for an exhibition hall, but we do tax the facilities of a good sized hotel. The better hotels are engaged years in advance and we run into date conflicts. So if recent choices have not met your approval, please believe we have tried, even to the point of making a few compromises.

● Eager though you may be to get to the Boston Conference, do not buy your tickets now, if you are going by rail. All the railroads in the country have agreed to honor a clergy book from the point of origin to Boston and return, if the tickets are bought between March 29 and April 5 inclusive. That means that, if, for example, you should have a Western clergy book, you will not have to secure Eastern and New England books in order to secure the clergy fare all the way to Boston. This privilege is being extended by both the United States and Canadian railroads, and we are most grateful.

● Last month we sent to each of the local Units the names of national CLA members residing in their areas. We also sent the names of national members who signified interest in the various Sections and Roundtables to the proper group chairmen. We shall continue to forward new names throughout the year. This procedure will enable chairmen to keep in closer contact with members and help to develop the activities programs of the various Units and Sections.

● The ALA's "The Library's Pay Plan: A Statement of Principles," which was adopted by the Association in Philadelphia is worthy of study. Catholic libraries cannot expect top drawer personnel, if they do not pay for them; aside from the fact that epikeia does not protect libraries from the demands of **Rerum Novarum**.

● The new Universal Copyright Convention went into effect in the U.S. on September 16. This means that American authors will be entitled to copyright protection in all countries signing the agreement, merely by copyrighting their work in this country. The same privilege, of course, holds true for the other signatories, one of which is the Vatican.



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THE CATHOLIC LIBRARY WORLD

Gray Hairs and Books

BY SISTER BERTRANDE MEYER, D.C.

The Foundress of the famous Marillac House in Chicago gives some valuable insights into the psychology of the aging. Sister is presently the Superintendent of the Marillac Seminary, Normandy, Mo., still helping the aging.

AMERICA FACES A PROBLEM today, unique in its history. America has always been a "young" world, a "young" land—a place of opportunity for the pioneering heart. America, from the start, lived young and died young. At the close of World War I the median age-at-death for men was 42 and 47 for women. Fifty per cent of the nation died *under* that age; the surviving half thought of themselves as "aging" at forty, and "old" at fifty.

America has not come to look upon herself as "old"—not by any manner of means. But she is facing the reality that people live almost twice as long as they used to live, and that we have suddenly found ourselves surrounded by people who are well past sixty and seventy, and even eighty—and in a fast-pacing world like ours this poses, not so much a problem as a question, perhaps: "How can the later years best be spent?"—and, "How can we keep older people happy?"

For ours is also an age of hustle and bustle, and aging years are essentially the tranquil ones, the less active, the more thoughtful, the more serene. What happens to people when they retire from active service?

PENICILLIN'S RESULTS

Here is the crux of the question because, along with progress in drugs that keep people living longer, along with better standards of living that keep people happier, education has kept pace to make people more alive to things intellectual, and more in need of feeding the mind as well as the body. Fifty years ago it was relatively rare to find older people who had had a complete high school education; in a few decades it will

be relatively rare to find people who have not had at least some years of college education.

This will mean, then, that more and more people will look to reading as a leisure-time occupation, and more and more elderly people will turn to books.

That is, they will turn to books as the perfect release from tension, temporary escape from care, and as one delightful way of passing time—*under certain conditions as of now*. For only if we teach young and middle-aged people the joy of reading now, will they turn to reading in later life.

I am often asked, "What do old people like to read?" The answer is simple. They like to read what they have been accustomed to read. If they have been reading—in middle life—biography, romance, poetry—then, in later years, they continue to read biography, romance, poetry. If they have never in their more vigorous years, risen above the cheap magazine story, they rarely rise above it in old age.

But there are many elderly people today who never had any guidance in reading; there are many who would read, and who would learn to love to read, if someone would direct them. I know an old lady who began to read Shakespeare when she was seventy-three and became an addict at eighty: she could quote Hamlet, Lear, and Othello at random, and loved surprising her friends and astonishing strangers with apt allusions and timely quotations from the Bard.

How can Catholic Librarians help to make aging people happy? By introducing them to the world of thought—the very friendly, kindly, indulgent, interesting, undemanding world of

thought. Now how can this be done? In two ways.

Remark that this article is entitled the *Librarian* (not library) and *Aging People*. I make a plea, not so much for the portable library but for *portable* librarians. . . . A peripatetic librarian can change the world—for aging people.

Suppose, for example, that an enterprising librarian concludes that her library is not sufficiently patronized by aging clients, and she sets out to remedy this deficiency. Whether she is in a parish, a school, a local, or public library, she can devote, let us say one or two hours a week visiting some aging people in the parish or community, just for the purpose of getting acquainted. Old people love company. She can drop in on them almost any day because they are never "out" or too busy to "receive" or too taken up with their own affairs to be interested in yours. You drop in, as I said, and chat on inconsequential things about your work, perhaps, or the quilting the old lady is doing, or some local news. Then you bring up the question of reading. But you do this quite informally. "When you were little," you begin brightly, "did your mother ever quote maxims, and adages and proverbs to you? Like, 'If a task is once begun,'"—"Never leave it till it's done" chirps the o'd lady delightfully. . . . And she adds, before you can get another word in, "A stitch in time, saves nine,"—"and birds of a feather flock together." You are off to a good start, now, and can ask thoughtfully, "Of all the proverbs you know, which one has most influenced your life?" and this sets the old soul to ruminating on something useful, and takes her mind—at least for the present—from her troubles with her daughter-in-law, or the neighbor next door.

Should the dear old lady say, "I never really ever learned a proverb" here is your golden opportunity. "Then let's learn a few—just for fun," and you teach her one or two of the most *apropos* you can remember. (Go prepared.)

PLEASING PROVERBS

From the proverb of one or two lines you can progress to verse—which—and I speak from experience—most old ladies (and some aging gentlemen) dearly love. Begin with light and lilting things and progress to the more serious; though even as I write this I will remember the one that never failed me with even the most illiterate of women. How many faded eyes I have seen light up, how many slack lips firm, tighten, smile, and respond to these lines:

Why cannot I grow lovely, growing old?

So many fine things do:

Ivory, gold, lace

These things need not be new.

And there is healing in old trees;

Old streets, a glamor hold.

Why cannot I, as well as these

Grow lovely, growing old.

You haven't preached a sermon; not actually. But you've set an aging head to thinking; you have made an old heart beat a trifle faster, and a tired mind perk up with a new idea. I *can* be lovely; I needn't be cross, and crotchety, and disagreeable. . . . "What are those lines again," the old voice quavers? "Say them again." And it is so easy for you to say, "Yes, here they are again . . . and now, *you* say them." It may take a little coaxing to get her to try; but be patient, and repeat the verse often. Be very sure your aging friend will learn; she will want to learn; she will want to make the verse her own.

AGING ENJOY AGING

Teach it by the *whole method*, as they say in the schools. Not a line at a time, but the entire stanza, over and over. It will stick, never fear, but until the rusty mind gets used to being back in harness there may be some difficulty. But keep on trying. The joy of mastery, once the poem is learned, will rock your client with the intoxication of success.

Now, quite obviously, the busy librarian cannot run around the neighborhood teaching verses to dear old ladies—and more's the pity. But the alert librarian can teach a few helpers who will gladly find the time to start this "club"—imitating Socrates in his peregrinations for philosophy. Old people may enjoy being with youth sometimes, but they do not like youth as a steady diet. They like people of their own age. Test yourself: how long a time can you enjoy turbulent teens around you?

Train in some elderly ladies with leisure to start a "club" for you. In no time at all you will have "clients" for one or two afternoons a week at your library; and here is where the fun starts, and life begins for the aging. . . . And fancy its beginning with poetry . . . or verse . . . or proverbs.

Once you get the club started, the program can be varied. The first fifteen minutes can be given over to story-telling. Older people (young ones, too) love a good story, well told. Variety can be found in choosing a love story one week, an adventure story another week, and a story of

success the following week. Generally speaking, however, elderly people like stories in which they can take an imaginary part. So include stories of people their age.

The next fifteen minutes they can "match" proverbs, or "quotations" they know. Just as you did on that first visit. Remember? Or, you can call the roll each week, and each lady must respond with an adage. They will vie with one another in finding the most unique. . . .

APPROPRIATE RHYMES

Then "a poem a week" can be your motto, and each lady goes home with a verse she has memorized at the meeting. These "verses" will need constant repetition at first; but watch how they grow! How these dear old ladies grow in facility at memorizing. Take the easy ones first and keep at that level until you are sure they can advance to something slightly more difficult. And choose rhymes appropriate to their own every-day experiences:

There was an old owl lived up in an oak;
The more he saw, the less he spoke.
The less he spoke, the more he heard.
Why can't we all be like that bird

How it will reward you to hear their appreciative chuckles; and how your eyes will feel a bit "wet around the lashes" as they apply themselves to learn this bit of wisdom. It will be easy, then, next week, to begin with a repetition of the Owl Poem to:

Kind hearts are the garden,
Kind thoughts are the roots;
Kind words are the blossoms,
Kind deeds are the fruits.

Don't be surprised if son or daughter calls up to say: "What gives at that club of mothers, Miss Smith? Why, she's a changed person! She is getting positively *interesting*—she always has such cute things to tell us about her club!" And next week she comes home with a new verse:

If wisdom's ways you'd wisely seek,
Five things observe with care:
Of whom you speak, to whom you speak,
And how and when and where.

If the grandchildren suddenly become verse-conscious, what a tribute to Grandma's powers of teaching. Leave it to her: she will put across, not only the words, but the *meaning*, the lesson. And she will—in her new-found world of *thought*, meditate herself. Much of her irritability, her selfishness, her pettiness will tend to disappear. . . . You will see this, I promise you.

And life will take on new and lovelier meaning, as she progresses to:

Into my heart I dropped a coin
Time cannot alter, nor thief purloin. . . .
Oh, grander than the minting of a gold-crowned king

Is the well-kept memory of a lovely thing.

Now, two words to the wise. The verses you teach must be memorized, first of all, by *you*. You will never inspire Grandma to want to "rattle off poetry" if *you* have to refer to your notes, or if you *read* the lines to her. After all, if you do not find it worthwhile to memorize the verses so that you can "live in a world of thought"—how can you make that world attractive to Grandma; how can you inspire her to memorize? And the verses must be memorized. Aging eyes will fail; sleepless nights will come when Grandma cannot get up and read; but how wonderful if, instead of "counting sheep," Grandma can croon herself to sleep with rhyme after rhyme which, with conscious pride, she has committed to memory.

"WHO MAKES YOU SING"

Oh, parish librarians, school-and-college librarians, settlement, local and public librarians, know your dignity, appreciate your opportunity for making the world—and especially the world of aging people—a better place. How easy to establish this little club, using some of your aging friends to help you. Remember, an elderly person likes *elderly* company and companionship. Instead of retiring aging librarians, we should employ them, at least part-time, for the all-important work of sharing the thought-world with an aging generation.

How wonderful, and not too surprising, if some day a dear old lady should greet you with: "Miss Smith, I have found the perfect poem for you. I memorized it all by myself, and now I say it to *you*, meaning every word:

My debt to you, beloved,
Is one I cannot pay,
In any coin, in any realm
On any reckoning day.

For where is he can measure
The debt, when all is said
Of one who makes you dream again
When all your dreams were dead.

And where is the appraiser
Who can the cost compute,
Of him who makes you sing again
When all your songs were mute.

Library for Everyone (In France)

BY JAMES C. McINTOSH

France is still at the beginning of history in terms of serving the public library needs of its people, but private, Catholic libraries are doing a good job writes the former U.S.I.A. official now with Enoch Pratt Library, Baltimore.

The sign read, "Bibliothèque Pour Tous" (Library for Everyone); the schedule of hours indicated daily service, including Sunday mornings; "free access to shelves," was underlined. Between the entrance and the neatly-lettered sign, a large show window revealed a tiny, but bright and inviting reading room, the walls lined with shoulder-high book shelves. Arranged above the shelves with characteristic French good taste were copies of bright Impressionist-school paintings. A display rack along the window sill featured a number of recent novels, local histories, and popular treatises on art.

A description of a small French library, of course. But, something more, too. A hint of the quiet revolution being fought in France to bring books within the reach of every literate man—a revolution against traditionalism, which holds that libraries are for the intellectual elite; a revolution against defeatism, which always finds in high prices and "hard times" ample justification for inaction; a revolution, finally, against the concept that a library must be an uncongenial, dimly-lit, musty storehouse more likely to repel than to attract readers. Private groups long ago began the good fight to bring books to "le français moyen" with varying degrees of success. The public library system has rallied to the cause, and has achieved notable progress since the Liberation. Here we are concerned with the place of the Bibliothèques Pour Tous, organ of the French Feminine League for Catholic Action, in this intellectual revolution.

When I first saw the sign alluded to above,

I was wandering dejectedly down the main street of a city of some 17,000 in northern France. I had just visited the municipal library, one boasting an imposing collection of tomes on local and national history, a motley collection of novels and "romans policiers," two hundred registered borrowers, and a weekly circulation of some twenty-five to fifty books. As a U.S. Information Service Librarian, I hoped to establish and develop cordial, mutually fruitful relations with French libraries, public and private, in my area; but, I thought, if libraries of this sort were representative, with small, static publics, and guided by a wholly different concept of the library's place in the community, cooperation would clearly be limited.

FRENCH LIBRARIES DIVERSE

The central location of the Bibliothèque Pour Tous upon which I had chanced (on a corner of the main street, one block from the business center), its bright exterior and generally lively appearance, momentarily raised my spirits. And, once inside, an engaging young librarian proceeded to describe to me a vast system of privately-managed libraries effectively serving the needs of hundreds of thousands of French readers. I began to realize that all French libraries were not of a pattern, happily.

This particular library, in the heart of Normandy, is typical of hundreds sponsored by the League throughout France. The staff consists of two (unpaid) librarians, both of whom are married and have children. These militant members

of Catholic Action perceived some years before that the weaknesses of the local municipal library posed an acute social need—which they proceeded to satisfy through the creation of a popular library, open to everyone, children and adults, with no regard to religious affiliation.

Lack of funds seems to present no grave problem to the remarkable people who run the *Bibliothèques Pour Tous*. Through cajolery and appeals to civic pride, these two young ladies, for example, obtained from one of the city's leading landowners library quarters (at a negligible rental) on "Main Street." No small tribute to the reputation of these libraries, in view of the fact that we speak of a city more than 50 per cent destroyed in World War II.

Furniture and shelving were minor factors, since one of the librarians is blessed with a father-in-law who owns the local lumber company.

With quarters secured and furniture in the making, our librarians devoted their spare time from household chores to correspondence courses in librarianship offered by the Library Service Department at the Catholic Action League's Paris headquarters. The courses lasted three months, and were followed by oral examinations in Paris.

NEW PHENOMENON

Armed with diplomas, and possessing at least a cursory knowledge of modern library methods, they set about the acquisition of a core collection. More than two hundred books were salvaged from a defunct parish library; several hundred others were sent on loan from the League in Paris.

When technical preparations were completed, the library opened with the usual newspaper and poster publicity, and before long became a dynamic booklending center, patronized at the time of my visit by thrice the number of readers who used the municipal library. Circulation has reached 18,000 volumes per year, a modest figure, perhaps, to American librarians, but a proud record in a country where library use by all except tiny cliques of village erudites is still a relatively new phenomenon.

The achievements of the *Bibliothèques Pour Tous* would merit approbation even if they operated only in larger cities. But, the League recognizes (as does the revitalized state public library department) that the most challenging opportunities for service exist in providing books for rural people whose needs have been so long neglected that librarians must not only devise a

scheme to bring books within their reach, but must literally create the reading habit among them.

To return to our example, the library not only manages to maintain an active lending program locally, but also, being in the departmental capital, serves as a kind of county center for all of the department's Catholic Action libraries. From an extension book stock of some 5,000 volumes, loan collections are sent out for from three to six months, as a backstopping operation, to branch libraries staffed by other volunteers in communities of over 2,000 throughout the department. Each branch generally has a sizeable collection itself, founded on a parish library, or, in many cases, on the personal library of the League's local librarian.* Revolving loans from the departmental center enable these smaller branches to replenish their stocks with new titles, and to service, in their turn, rural depots.

THEATER DEPOT

One branch library in northern France has no fewer than twenty depots where collections of fifty to one-hundred books are rotated at three-month intervals throughout the year. And there appears to be no end to the resourcefulness of these ladies: I visited one factory depot, where the non-Catholic librarian affirmed that the loan collections sent by the *Bibliothèque Pour Tous* were of primary importance in enabling her to keep her readers. Another depot is in the lobby of the local theater where movie-goers are constantly exposed to an ever-new collection. Once a month during the winter, the librarian takes over the theater to sponsor a film program in which she cleverly ties up her collection to carefully-selected documentary films. Total expense: cost of electricity.

Modern librarianship of this kind is not yet the rule, but certain interesting aspects of French library service merit increased attention from this side of the ocean. The *Bibliothèques Pour Tous*, for example, as well as other French library programs, have made good progress in reaching the worker milieu. A network of their centers serves the heavily industrial Nord Department, on the Belgian frontier. Their libraries

* In the Normandy town of Nonancourt, for example, the librarian had begun to lend books from her own library (since there existed no public library) some thirty years ago. When the League's library service was created, she enrolled for the correspondence course in librarianship, systematized her lending system, increased her collection, added three depots, and voila! another *Bibliothèque Pour Tous*.

in the grim industrial suburbs of Lille, Tourcoing and Douai are patronized almost wholly by textile, mining and metallurgical laborers, overawed by the cold and forbidding aspect of the Department's municipal libraries, still largely traditionalist in spirit.

The pervasive influence of these Catholic Action libraries was attested to by Henri Vendel, late Inspector-General of French Libraries, in the October 15, 1949, issue of the *Library Journal*, when he wrote:

... stranded in Marseilles by the ... strikes, ... (I observed) ... that militant Communists did not hesitate to borrow books from libraries founded by a Catholic League, (when faced with inadequate public library facilities).

The British Council, English counterpart of our U.S. Information Service, though semi-official in character, also displayed its respect for the potency of the *Bibliothèques Pour Tous* at Lyon in 1949. Forced by budget cuts to discontinue operation of its Lyon library, the Council presented its large collection of English works to the Lyon *Bibliothèque Pour Tous* as the only library in Lyon at once using the same classification scheme, and reaching a public large enough to guarantee wide use of the book stock.

GRANDER SCALE

In the industrial Moselle Department, the *Bibliothèques Pour Tous* are able to operate on a somewhat grander scale than elsewhere, thanks to state subsidies (made available only in this part of France) to the Catholic educational system. Catholics of the region, relieved of the burden of wholly financing a separate school system, find it possible to accord considerable assistance to Catholic libraries. Occasionally, even, the *Bibliothèques Pour Tous* assume semi-official status in some municipalities of the Department.

At Metz, capital of the Moselle, the *Bibliothèque Pour Tous* consists of one large library, and a branch. Three bookmobiles serve a total of twenty-seven cantons, with some 182 depots, in the Department. Overall loans reached 112,000 in 1952-53, a 100 per cent increase over 1950-51.

It is in the Moselle Department that these libraries, perhaps, best reveal their peculiar ability to attract a working-class readership. Departmental library collections, strong in German and Italian holdings, reflect sensitivity to local needs, and enable the libraries to count a solid proportion of Italian immigrant miners and German industrial workers among their readers.

Catholic Action libraries at the beaches offer

further witness to the dynamic spirit which pervades the League. French cities are deserted during the months of July and August each year, as millions of Frenchmen, the rich in their slick Simca sportcars, the poor jammed in enormous buses, flee to numberless resorts along the coastlines. But while the shopkeepers post, "Ferme pour les vacances," notices in their windows, and hurry off, many of these librarians merely transfer their book collections to the nearest sea-side locale and continue "business-as-usual." Often, in fact, their greatest service is rendered during the summer months when workers are enjoying rare leisure, and, especially in northwestern France, turn readily to books as frequent rainy spells interfere with sun- and sea-bathing.

With nearly 1,000 libraries, and over 2,000 depots scattered over 72 of France's 90 departments, the *Bibliothèques Pour Tous* manifestly occupy an important place in the French popular library picture. Their success assumes still greater stature when one recalls that their yearly budget is merely the sum of the tiny fees levied for loans. (Generally, the fee per loan equals one-twentieth the book's purchase cost.)

The central organizational apparatus in Paris, able to render almost negligible financial assistance to individual libraries, is nonetheless the essential and basic element in maintaining their direction, professional character and esprit. While the French Catholic Action League is the world's largest, with well over 2,000,000 members, the library division is only one of three principal organs, and all three must be supported out of funds derived chiefly from the 150 francs (about 43 cents) per year assessed each member.

AVOIDS RED TAPE

The "Service National de Bibliothèques" uses its minuscule budget to greatest advantage and neatly avoids the pitfalls of top-heavy central organization in a country where severely centralized government has long tended to stultify regional initiative. Established in 1934, the National Service performs three basic functions:

- A. *Education and Coordination* — Yearly national, regional, and departmental conferences are held to discuss policy, thrash out technical problems, and widen cultural horizons of provincial librarians through lectures, discussions, etc.

Since 1941, the National Service has also offered two correspondence courses in librarianship. The first lasts three months, and is principally concerned with techniques, while another ten-months course, designed primarily for librarians in departmental centers, is more am-

bitious, stressing the cultural and educational role of libraries, organization of children's and special libraries, and extension library methods.

- B. *Bibliographic Service*—A large number of French and foreign bibliographic reviews are subscribed to, and the Paris staff of ten, assisted by seven or eight volunteers in the area, review new books for the monthly, *Notes bibliographiques*. Here, critical annotations for some eight hundred to one thousand titles appear each year. "Notes bibliographiques" is designed merely to serve as a useful guide; provincial librarians are in no way bound to restrict purchases to books favorably mentioned therein.

Also, up to 50,000 annotations are mimeographed each year on catalogue cards and sent to libraries for reference uses.

- C. *Information Service*—A twelve-page monthly entitled, *Culture and libraries*, includes such items as excerpts from Papal pronouncements on adult education, discerning, critical articles on French authors and their works, short essays, etc. It is well-conceived as a communications medium insuring dissemination of the minimal cultural information necessary to librarians virtually isolated from the French in-

tellectual world in small towns and rural cross-roads.

In these ways, the National Service, despite scanty resources, furnishes sound guidance and steady direction to a system of Catholic Action libraries providing modern library service to an impressive — and ever-increasing — number of French readers each year.

One prominent figure in French library circles has said that France is still at the beginning of history in terms of public libraries serving the daily needs of its people. If the large and well-managed "popular library" extension program organized in eighteen departments since the war already tends to invalidate that frank admission, it is nonetheless true that adequate, truly national library service in France is still hardly more than a vision. In the meantime, private popular library systems, such as the Bibliothèques Pour Tous, are performing noble services in the breach.

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Summer Workshop for Librarians in the Grades

BY SISTER MARY LOURDINA, O.P.

Elementary schools are awakening to the need of good libraries and capable librarians. Summer school workshops have been most helpful in this area according to the librarian at Garcas High School, Bakersfield, Calif.

A SCHOOL LIBRARIAN is a person trained in library practice, who can be given charge of a high school or elementary school library. She will probably possess the essential degrees in library science, and all work and administration connected with the library become her exclusive concern. The rest of the faculty look to her to do the business of organizing, selecting and purchasing of books, cataloguing, filing, and other necessary duties.

In the past, a similar fac-totum position in the realm of music education was held by the music teacher. Nearly every task, or decision, regarding music in the school was automatically and solely her care. Her time was reserved almost entirely for giving music lessons to the children. Likewise, the responsibility for the job of the teacher who had been specially trained in the field of mental measurements. Other teachers in the school brought her their measurement problems. The athletic director was devoted solely to the physical training and so with other department specialists, who restricted their work to the fields for which they were trained.

Then came the change. Superiors of congregations were faced with the prospect of providing more teachers for the new and over-populated schools entrusted to them. Music teachers began to take their places in the classroom, and music lessons, as such, were forgotten, or given after school hours, or on Saturdays and holidays. And when the double duty began to tell on their health, the music lessons were discontinued altogether. The same fate awaited the other specialists.

Heads of institutions, and supervisors of paro-

chial schools were profoundly concerned. Searching for the answer to a need, the classroom Sister, as usual came up with ideas. Every teacher began to learn music. She learned to conduct her own singing classes, and her own choral work within the children's groups. She taught the elementary music in a daily or weekly lesson. Classroom bands became her concern. Her summer schedule now included courses beyond her original interests. She attended courses in mental measurements, and learned to analyze profile charts, and plan the follow-up remedial work. She learned to play ball with the children. Witness the pictures of Sisters "at-the-bat" in our diocesan and daily papers.

By the rational processes of suitability and rightness one would have thought that classroom teachers would have included summer courses in library science as well in their new training; thereby, helping them to obtain knowledge adequate to conduct their own libraries, or to assist in the maintenance of the school library. True, some teachers did attend courses in library science, but few actually mastered the basic principles of organizing a library. So the school library program at times suffered from that peculiar ailment called educational lag. And yet we read, "Education in a democracy requires the resources and services of school libraries," and "... we cannot seek solace in the rationalization that a substantial time lag inevitably occurs between the introduction of ideas and their translation into action."*

* Frances Henne, *School Activities and the Library*, Chicago, American Library Association.

It became apparent that if the elementary schools were to motivate the students to use a wider range of library material in their daily schedule something had to be done, and quickly. Time was overdue for a vigorous program of action on the part of all concerned with the education of youth to provide students in our schools with library service, and the service was to come to them from teacher-librarians in the classrooms. In this way library service would no longer be a luxury but a must. How could the library be the heart-beat of every assignment the teacher gave unless the teacher herself understood library training and could organize the holdings within her own room? The answer became obvious. Train all teachers in the basic rudiments of library science, on the elementary level first, with the other levels following in due time.

COURSE REORGANIZED

A plan was adopted a few years ago, of reorganizing our entire course of action in elementary school practice, and at this time it was suggested that a library work-shop be started for our young teachers. This was done during the summer of 1954, at the Dominican Motherhouse of our congregation and the Marymount Military Academy, Tacoma, Washington. We fondly hoped that at the conclusion of this work-shop each teacher would gain enough training to start her own classroom library, or a school library, as the case might be.

To make this work-shop really worthwhile, and give the teachers a thorough grounding in the fundamentals, several ideas had to be mastered. Teachers had to be made cognizant of how, and what to select from the long book lists offered for purchase by publishers. They had to be made acquainted with the basic lists from the public libraries, which pointed out the time-tested literature which all children leaving the eighth grade should at least recognize. They had to be given a definite method for the children's book reports. They had to be taught the mechanics of organizing a small library effectively; be made familiar with the tools in a library; how to discard, to classify, to accession, and to mend books. They had to learn how to make author, shelf list, title, and subject cards; and file these for future use in class assignments. Finally, consistency in placement, care, and use of reference tools had to be instilled.

The summer work-shop class consisted of forty-eight Sister members. All of them were ele-

mentary school teachers, young and eager to learn. They entered into the work, and the daily training, with zestful enthusiasm.

Fortunately we had for our battleground a library which needed a thorough remodeling. The use of this library gave the Sisters the necessary lessons in discarding and organization. Books were evaluated for retention or rejection. "Good," worn books were mended. Text-books and readers were not considered to be part of the school library and were stored elsewhere. Old labels or incorrect markings were removed. The name of the library was stamped on the title page, and on one other page. The book pocket containing the book card, properly prepared and typed were pasted inside the front cover. The date due slip was placed on the opposite page.

The accession record was carefully marked. A simplified accession book was used for the purpose. Books on the same subject were classified together, as called for by the *Abridged Dewey Classification System*. The class was asked to memorize the principal divisions of this classification. After correctly classifying a book all the necessary data markings were added. Books were shelved numerically by classification, and those with the same classification number were arranged alphabetically. Individual biography received the number 92, and the first two letters of the surname of the biographical subject. Nine hundred twenty was used for collective biography, and two letters of the surname of the author or compiler. Fiction was marked F, with two letters for the author.

MECHANICS TAUGHT

Much drill was given to the marking and the use of call numbers for a book. The mechanics of circulation were taught. Simple card cataloging was mastered. The class was familiarized with the dater, white ink and pens for markings, book supports, shelf labels, charging tray and guide cards, and other essential supplies. The card catalogue cabinet was set up in standard order.

Lettering on Library Books (American Library Association) was found helpful. The books were effectively shellacked for circulation. The pamphlet, *Organization of the Small Library*, Revised edition, 1953, (Gaylord Bros., Inc., Stockton, Calif.) was used as a text. Supplementary material was supplied by the instructor. For the sake of uniformity in our future libraries a certain style of pocket, card, and other materials were used, and for this reason each mem-

ber of the class made individual notebooks containing recommendations and data.

An unusually excellent display of representative "good" books, and good "Catholic" books, was sent to the summer session work-shop by one of the large Catholic bookstores. These books were taken from grades four to eight. The Sisters used the books to make their own book reports, on the level in which they could expect them from the students. The *Lists for the Elementary School Library*, issue by the same store

were used to mark entries considered excellent for first purchases in any school. Each teacher received a marked copy.

This brought our work-shop to a close. A certain, definite training on how to organize and maintain, in a simple way, the elementary school library was accomplished. The Instructor and forty-eight elementary school Sister-teachers felt that through this summer library work-shop such steps had been taken toward the goal, namely, a teacher-librarian in every classroom.

As Yet Unclassified

BY SISTER MARY EDWARDA, S.C.L.

There was once a librarian who closed her library, whenever it got busy—crowds upset her. The librarian at Bishop Hoban High School, Kansas City, Mo. admits there are many trials in the profession, but urges patience.

To be really useful, a collection of books (and related materials) must be (1) organized and (2) available, and there's not much point in having number one without number two. You order, classify, catalogue—you may train assistants to accession, type cards, mark books. Technical efficiency can simmer down to a routine. But there is one field that cannot be routinized—human relations.

The person in charge of a library fixes in her memory the remark, "Three-fourths of the library is the librarian." She knows that it's no use having the shelf-dusting finished and the charging tray in apple-pie order, if few people are brave enough to enter her *sanctum sanctorum*. If she breathes down their necks to see whether they are secretly tearing the movie star's picture out of *Current Biography*, or if she piles her favorite classics in their unwilling arms, she will find her books collecting more dust than thumb-prints. She finds she must control her urge to look up

all the material for Mary Jane's report and let Mary Jane search herself, with only a few guiding remarks in case of hesitation.

Difficult situations can pour into her life in a twinkling.

The science teacher sends too many youngsters in for reports from *The Science Newsletter*, so the home-made bindings are falling apart.

The pastor wants to lend the whole new set of *Encyclopedia Britannica* to a prominent parishioner for an indefinite period.

Some youthful patron is dropping ink in the end paper of books and then closing them to play "blotto."

The P.T.A. grudgingly donates to the library the money that's left over from the athletic fund.

The English instructor, or seventh grade teacher, insists on checking out all the readable fiction and biography for her private class-room collection.

Henry's mother cleans out her bookcase and

bestows several titles of George Barr McCutcheon and a 1922 set of the *Book of Knowledge* on the library.

For the millionth time she finds the reference books helter-skelter and upside-down, or her last pair of scissors missing, or the pencil at the charging desk gone, chain and all.

It's then—at the end, or the beginning, of a hard day—she must preserve in her morning meditation resolution to be “not a justice of the peace, but an angel of peace,” as the Little Flower reminds. Because she is responsible for books, pamphlets and magazines; for scarless tables and tidy shelves; for an accurate card catalogue and orderly files—in other words, for things, she sometimes forgets that people are more important. She finds it a temptation to place inanimate creation above the animate in her scale of values. She must watch lest she end up with: “Faith, hope and charity, these three, but the greatest of these” is getting a book back, no matter what.

Will Rogers once said, “We are all ignorant, but not about the same things.” The people who are so troublesome in her life, she must remind herself, may have both virtue and knowledge in other fields. She takes the advice of Henry Ward Beecher who suggests that “Every man . . . keep a fair-sized cemetery in which to bury the faults of his friends.” Friends—all right—but what about the youngster who lost the book and hasn't paid for it; or the person who wouldn't bother to read the last three books you gave him; or the teacher who requests seemingly unreasonable service, and claims complete exemption from library rules? Or anyone else with whom she sees “eye to eye and tooth to tooth,” as the saying goes?

She judges in her mind those notes from the psychology course about the four main temperaments people possess. She can't change the melancholy to the phlegmatic; she can't remodel the sanguine into the choleric. “A Christian,” she has read somewhere, “carries the whole world in his heart.” He doesn't run a select hotel in that heart only for those who appeal to him. And

what is that homely little verse on human nature:

“If white is good and black is bad,
Then all my friends are gray or plaid!”

Just the enumeration of a few of the episodes in which the librarian encounters people who present problems, is enough to justify the contention that a good librarian must be an expert in human relations, as well as in the techniques of bibliography.

The book stock of a library can readily be made physically available to patrons, but it will not be truly available unless the librarian's personality reveals to patrons that they are welcome and indeed urged to use the library's facilities.

Abraham Lincoln managed to handle trying situations with charity by means of humor. So did St. Philip Neri. A sense of humor is a sense of proportion which puts small things in their insignificant place, and spotlights how ridiculous one looks playing an over-anxious nurse-maid to material objects. How difficult it is to maintain a happy balance between a reasonable concern and an unreasoning anxiety. Perhaps at the eighth station the librarian can ask for grace to minimize her own crosses and to help others in *their* way, not hers.

“The vocation of the Catholic librarian is the re-creation of Nazareth where other Christs, the adopted sons of God, may advance ‘in wisdom, and age, and grace with God and men.’” says Rev. George O'Donnell in the conference sermon printed in the October, 1954, issue of the CATHOLIC LIBRARY WORLD. “We praise libraries for providing an atmosphere of study, of learning. It is not enough. As another Nazareth it must provide wisdom and grace. . . . The Christian librarian shares the vocation of the Mother of God at the house of Nazareth.”

And so we leave the librarian, with this impromptu tribute: She is not in a class by herself and never will be. Like the teacher in Dewey's 300's, she teaches and corrects. Like the nurse in the 600's, she is “all things to all men.”

1955 CALENDAR

November. Western New York Unit, Bishop O'Hern High School, Buffalo, N.Y.

November 5. Metropolitan Catholic College Librarians and the Greater New York Unit in a joint meeting. Mt. St. Michael's Academy, Bronx, N.Y.

November 12. Wisconsin Unit, Alverno College, Milwaukee. 9:00 a.m.-3:30 p.m.

November 12. Minnesota-Dakota Unit, College of Saint Teresa, Winona, Minn.

November 26. Northern California Unit, Fall Meeting.

November 30. Greater Cincinnati Unit, Catholic Lending Library, 3:30-5:00 p.m.

December. Western New York Unit, Bishop McMahon High School, Buffalo, N.Y.

Catholic Grade School Libraries in Portland, Ore.

BY SISTER MARY ROSE, O.P.

While the libraries of elementary schools in the Archdiocese of Portland are not inferior to the public school libraries, they are not up to standard, writes a new librarian, who has recently completed her survey.

During the 1953-1954 school year a survey was made of the libraries of the fifty-eight elementary schools of the Archdiocese of Portland in Oregon. The libraries of this group of schools were evaluated on the basis of the elementary school library standards of the state of Oregon, contained in the bulletin of the State Department of Education, *Standards for Elementary Schools*, and also according to the standards of the American Library Association, as stated in the publication, *School Libraries for Today and Tomorrow*. A comparison was drawn between the condition of these school libraries and that of a group of public school libraries located in the same area.

The chief manner of procedure which was used in the survey was the direction of a questionnaire to the principals of the fifty-eight schools of the Archdiocese. This questionnaire covered the chief points of the following aspects of the library: (1) personnel; (2) book collection; (3) book selection; (4) housing and equipment; (5) budget. Information for the purpose of comparison with public schools was obtained by personal interviews and correspondence with public school and public library personnel.

Of the fifty-eight schools to which questionnaires were sent, fifty-six replied, either fully or in part. Therefore, the data in this survey represent information obtained from ninety-six per cent of the parochial schools of the Archdiocese of Portland in Oregon.

CENTRAL LIBRARY

In answer to the question, "Does your school have a central library?" the administrators of forty-three schools answered affirmatively. The principals of the remaining thirteen schools re-

ported that their schools have classroom libraries only. Two of these thirteen schools had until recently a central library and still have the room for one. However, due to lack of personnel and other administrative problems, the book collection in both schools has been distributed among the various classrooms. Of the thirteen schools which do not have a central library, five schools have an enrollment under 200. Six of these thirteen schools are fairly certain of having a central library within the next two-year period.

PERSONNEL

The standards for the state of Oregon recommend that the library be under the supervision of a trained teacher-librarian. No amount of training is specified. The American Library Association standards set the amount of training between twelve to eighteen semester hours. These hours should represent an organized program rather than a cumulation of unrelated courses.

In the survey the administrators of thirty-seven schools reported that a teacher was definitely appointed to assume the responsibility of the library. In two schools the library is under the supervision of a person not a member of the school staff. Seventeen schools have no one appointed to take care of the library. Of the group of schools which have central libraries, 86 per cent are under the care of an appointed librarian. However, only 64 per cent of all the schools in the Archdiocese have librarians.

The amount of training which the librarians have had varies considerably. Some schools which do not have a central library do have a teacher who is qualified, in some degree, to take the post of librarian when circumstances permit the es-

establishment of a central library. In one school which as yet does not have a central library, there is a teacher who holds a degree in library science from an approved school. In some of the schools which do not have a central library, the teachers who have had some library training aid in setting up the classroom libraries.

In thirty-two schools there is a trained librarian. Four of these librarians hold the degree B.S. in L.S. from an approved library school. Another librarian has completed twenty-five hours toward a degree in library science. The remaining twenty-seven librarians have had courses in library science, ranging from two to eighteen hours. Three of these twenty-seven received their training at approved library school. The other twenty-four followed courses offered by teacher-training institutions. Only eight librarians have had adequate training according to the standards of the American Library Association, which means that only 14 per cent of the schools have a qualified librarian.

When the school enrollment ranges from 200 to 500, the American Library Association recommends a full-time librarian with clerical assistance. Of the fifty-six schools which co-operated in the survey, thirty-six have an enrollment over 200. The largest school is slightly over 700. Twenty-seven schools whose enrollment is over 200 have a central library under the direction of a librarian. The only school which has a full-time librarian has an enrollment of ninety-one.

HOURS OPEN

In spite of the fact that in nearly all of the schools the librarian is a classroom teacher, some arrangement is made to have the library open at least part time during school hours. The principals of forty schools reported the amount of time their libraries are open. Nineteen schools have their libraries open throughout the day. However, in three of these schools the library is open for reference work only throughout the entire school day, circulation being limited to a smaller amount of time. In one school the library is open on Saturdays and Sundays as well as full time during the school day. Of the two schools which have non-teaching librarians, the librarian of one is able to have the library open full time during the day. The smallest amount that any library is open is thirty minutes a day. Four schools have their library limited to thirty minutes a day. Another school reported that the library is open at the will of the various teachers, and another one, at "classroom need." Only 33 per cent of the schools are able to have their

libraries accessible throughout the day, and even this service is not always satisfactory.

The American Library Association recommends that the librarian have clerical assistance. The principals of ten schools reported that the librarian is assisted by members of the P.T.A. In thirty-four schools the pupils assist in the library, and in fifteen schools the librarian is helped by members of the faculty. In one school where there is not one person responsible for the library, several of the faculty members do the work jointly. Most of the work done by the pupils and P.T.A. is not arranged according to a systematic schedule and is therefore not dependable.

Another important factor to be considered in the effective administration of the library is the stability of the personnel. A frequent turnover in the personnel represents a loss in efficiency. In twenty-five schools there were from two to four librarians within a three-year period.

BOOK COLLECTION

The quantitative standards for the book collection of a school library are given by the American Library Association as follows: 1,000 to 1,700 titles for a school with enrollment of 200; 1,700 to 3,500 titles for schools of enrollment between 200 and 500; 5,000 titles for a school of 1,000 enrollment.

The state standards require a minimum of 1,000 books for schools having eight teachers and a minimum of three books per pupil above the basic 1,000 for school having more than eight teachers. One room schools should have a basic collection of 100 books, and schools having from two to seven teachers should have a collection of five books per pupil as a minimum.

Of the forty-five schools who listed their book collections, 44 per cent fall below the state standards for the number of titles recommended. This number constitutes approximately three-fifths of the entire group of fifty-eight schools. Twenty-three schools fall below the American Library Association standards. This means that 66 per cent of the schools of the Archdiocese are not meeting the national recommendations for the size of the book collection.

While the ideal situation would be that each school own a book collection which meets the minimum requirement at the very least, many schools have endeavored to make up their deficit in the book collection by means of loans from the public library. Thirty-eight of the fifty-eight parochial schools make use of public library loans. In some instances the loans amount to

three or four hundred books. In addition to book loans, films, filmstrips, flat pictures, and records are also borrowed.

PERIODICALS

The American Library Association recommends ten to fifteen magazines for an elementary school of 200, with a proportionate increase in the number of subscriptions with the increase of enrollment. The Oregon standards recommend two periodicals for each classroom. Nineteen of the fifty-eight schools meet the Oregon standards, and sixteen schools meet the standards of the American Library Association.

AUDIO-VISUAL MATERIALS

While both the standards of the American Library Association and of the state of Oregon urge that audio-visual materials be handled through the library, only twelve schools reported handling any of this material through the library. This was done in these schools in a limited way, usually confined to flat pictures.

BOOK SELECTION

The American Library Association standards point out that quantitative standards are not enough in order to evaluate the library. In order to make some estimate of the quality of the book collections in the parochial school libraries, the principals of the respective schools were asked to give the approximate percentage of their collection which could be found in one or more of the three following book selection tools: (1) Children's Catalog; (2) Books for Elementary Schools; (3) State List. Thirty of the schools have a collection, 50 per cent of which can be found in one or more of the above mentioned tools. In forty-seven schools the classroom teachers are consulted in the choice of library books.

HOUSING AND EQUIPMENT

The American Library Association recommends a reading room seating 15 per cent of the enrollment, and a workroom for the teacher. In addition to this, the Oregon standards suggest the use of a conference room. In this respect, the parochial schools fall far short of the standard.

Thirty-five of the parochial schools have what might loosely be termed a reading room. However, the greater number of them do not even approach the required standard. Only two seat the specified number of pupils. Twenty schools have a workroom, eleven of which are equipped with running water. Six schools have a conference room. A few schools hope to have more

satisfactory quarters within a few years.

In most cases, the number of tables and chairs in the libraries is inadequate. Over half the libraries are equipped with a card catalogue and a bulletin board. Much of the furniture owned by the libraries is not standard library equipment but rather an assortment of tables and chairs gathered from various corners.

ORGANIZATION

Both the American Library Association and the Oregon standards suggest the use of certain services, e.g., shelf list, accession book, catalogue, in order to make the library function well. Thirty-one schools have a shelf list; forty-two schools use an accession record; thirty-nine schools have a dictionary card catalogue.

BUDGET

The libraries of the parochial schools obtain their funds in various ways, the two chief ways being a fee charged to each pupil and a variable sum of money raised by the P.T.A. Twenty-nine schools reported having a yearly budget.

The American Library Association standards have set \$1.50 per pupil as the minimum amount spent on books and other library materials. Forty-six schools answered the questions concerning the budget, and of this number two schools spend more than \$1.50 per pupil, and four schools spend between \$1.50 and \$1.25. The average amount spent per pupil in the entire group of forty-six schools is \$0.74.

SUMMARY

The group of schools taken as a whole may be considered to have achieved a notable percentage (73 per cent) of centralized libraries. While 53 per cent of the librarians have had some training in library science, only 14 per cent have had sufficient training. Since nearly all these librarians are full-time teachers, the availability of library service is decidedly curtailed. Another unfavorable condition is the frequency with which the personnel is changed. The book collection in the greater number of schools needs to be increased since over half the schools which gave the information were deficient according to the standards. The preiodical collection is also below standard in about two-thirds of the schools. Scarcely anything has been done by the schools to incorporate audio-visual materials into the library. Book selection seems to have been fairly well done in about half the libraries. One commendable point in the book selection program is the fact that in nearly all

the schools the classroom teachers are consulted regarding the choice of library books. Housing and equipment are in extremely poor condition in a large percentage of the school libraries. Most of the school librarians are endeavoring to keep accession records, shelf lists, and are providing a catalogue for the use of the pupils. Most of the schools are not given sufficient funds in order to keep a budget for the year's planning.

PUBLIC AND PAROCHIAL COMPARISON

In comparing the parochial schools of the Archdiocese of Portland, a group of 58 elementary schools, with the public elementary schools of Portland and Multnomah County, a group of slightly over a hundred schools, it is clear that the parochial schools have been far more successful in the establishment of centralized libraries. About three-fourths of the parochial schools have centralized libraries in contrast to the one-third found in this particular group of public schools.

PERCENTAGES OWNED

The percentage of books and materials owned by the parochial schools more nearly approximates the state and national quotas than do the public school holdings. In the case of encyclopedias there is not much difference between the two groups. However, it must be noted that in this report there is a large number of books and periodicals not recorded, since the figures given are only for those schools which have centralized libraries.

In the parochial school system there are more librarians with degrees, but the amount of professional training of those librarians without degrees is greater in the public schools. The public schools have more libraries of adequate size. However, since a number of these libraries are used as classrooms, this factor works to the disadvantage of library service. The two systems are about equal in the matter of library records. Neither system does much to handle audio-visual material through the library.

It is evident that the parochial school system, as a whole, has shown a greater interest in building up a group of central libraries than have the public schools of Portland. Since the parochial school libraries are the result of private endeavor, their organization has taken place under difficult conditions. On the other hand, the public schools, financed by public funds, have a better opportunity for expanding, provided there is interest shown on the part of the responsible parties.

The following table summarizes the comparison between the two groups of school libraries.

Comparison Between Libraries Of 33 Elementary Schools In Portland And Multnomah County And 58 Elementary Schools In The Archdiocese Of Portland

	Percentage of public schools	Percentage of parochial schools
Librarians with degrees	3	7
Librarians without degrees having at least 12 sem. hrs. in L. S.	18	4
Libraries meeting state quota for books	0	41
Libraries meeting A.L.A. quota for books	0	34
Libraries meeting A.L.A. quota for periodicals	12	28
Libraries seating at least 30 pupils	58	4
Libraries open throughout day	24	33
Libraries with catalogue	66	67
Libraries with shelf list	61	54
Libraries with accession record	39	72

RECOMMENDATIONS

While the libraries of the elementary schools in the Archdiocese of Portland are not inferior to the public school libraries in Portland and throughout the nation on a whole, they are not as yet conforming to state and national standards. There are, accordingly, several points for librarians and administrators to consider if they wish their libraries to meet the standards.

Therefore, it might be suggested that:

1. The principals and librarians of the elementary schools appraise their libraries and endeavor to meet the deficiencies found. A combination of state and national standards for this purpose can be found in the publication of the University of Oregon, *The Theory and Practice for the Development of an Elementary School Library in the State of Oregon*.

2. In each school the principal, librarian, and other members of the faculty draw up a plan for the school year by which library services will be made accessible to the pupils.

3. In schools where there has been no central library, an effort be made to make the library books within the school obtainable for general circulation, in case there is no possibility of building a library room.

4. A Diocesan Librarian be appointed. The Diocese of Green Bay has such an official whose

duty it is to aid the schools in starting a central library and in keeping established libraries up-to-date. Inexperienced librarians would be able to save time and money in being able to seek professional assistance from a competent person. It was seen in the survey that some schools whose book collections were mediocre had purchased expensive sets of books which have limited value and are to be considered a luxury for a small library.

5. When circumstances permit, the Archdiocese establish a central Catholic library system. The advantages and organization of such a sys-

tem is described in *Catholic Library Practice*.

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 OREGON DEPARTMENT OF EDUCATION, *Standards for Elementary Schools in Oregon*. Salem, Oregon: 1951. 20 pp.
 RICHARDS, CECIL, *The Theory and Practice for the Development of an Elementary School Library in the State of Oregon*. Eugene, Oregon: University of Oregon, 1953. 18 pp. (mimeographed)

Catholic Children's Book Club Selections

November 1955

PICTURE BOOK GROUP

The Wolf, by Mary Harris. Sheed & Ward, \$2.25.

INTERMEDIATE GROUP

Magician's Nephew, by C. S. Lewis. Macmillan, \$2.75.

OLDER BOYS

Where the Condor Rests, by Charles Dougherty. Viking, \$2.50.

OLDER GIRLS

Phantom Rider, by Keith Robinson. Viking, \$2.50.

KNOWLEDGE BUILDERS

Master Albert, by Sister M. Jean Dorsey, O.P. Sheed & Ward, \$2.50.

Junior Literary Guild

November 1955

PRIMARY GROUP

The Peevish Penguin, by Earle Goodenow. Wilcox & Follett.

EASY READING

Pilgrim Thanksgiving, by Wilma Pitchford Hays. Coward, McCann.

INTERMEDIATE GROUP

Kim of Korea, by Faith Norris and Peter Lumm. Julian Messner.

OLDER GIRLS

Borghild of Brooklyn, by Harriett H. Carr. Farrar, Straus & Cudahy.

OLDER BOYS

Treasures in the Depths, by Robert Uhl. Prentice-Hall.

Catholic Book Club Selection

October 1955

The Wise Man from the West, by Vincent Cronin. E. P. Dutton and Co., \$4.50.

Catholic Literary Foundation Selections

October 1955

The Larks on the Wing, by Mary Carlier. Bruce.

November 1955

I'll Die Laughing, by Rev. Joseph T. McGloin, S.J. Bruce.

1956 Christian Life Calendar. Kolanda-Hafford.

The Thomas More Book Club Selections

October 1955

Luke Delmage, by Canan P. A. Sheehan. Regnery, \$4.50.

Catholic, Protestant Conflicts in America, by John J. Kane. Regnery, \$3.50.

November 1955

Wise Man from the West, by Vincent Cronin. Dutton, \$4.50.

Salt of the Earth, by Andre Frossard. Kenedy, \$2.95.

LIPPINCOTT Books for Young People Poems and Praise

Selected and illus. by PELAGIE DOANE. An anthology of religious verse. Cloth. 6 x 8. 144 pp. Ages 6-10. \$2.75

The Land and People of Spain

By DOROTHY LODER. Portraits of the Nations Series. The history, and color of Spain. Photographs. Cloth. 6 x 8½. 128 pp. Ages 12-16. \$2.75

The Three Kings of Saba

By ALF EVERS. Illus. in 6 colors by Helen Sewell. A beautiful new facet of the Christmas story. Cloth. 8 x 10. 32 pp. Ages 8-12. \$2.50

Rising Star

By D. V. S. JACKSON. The story of a girl and a gallant horse. Cloth. 5½ x 8. 192 pp. Ages 12-16. \$2.75

Mystery in Old Quebec

By MARY C. JANE. Illus. by Ray Abel. Two children solve a mystery on a visit to Quebec. Cloth. 5½ x 8. 128 pp. Ages 7-10. \$2.25

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High School Notes From the Conference

THE FOLLOWING NOTES were made from the High School panel discussion at the Milwaukee Conference, April, 1955. Rev. Stephen A. Meder, S.J. recorded the important points for publication here.

Greater Cincinnati Unit Booklists

The two booklists were compiled from numerous titles sent in, at the request of Sister Mathia, S.C.; these titles were sent by those selected by various superiors. The high school booklist contains only about one third of the titles sent; but newer titles were added. The high school list was checked both by Doctor Butler and by Mr. Hurley; and only two of the titles questioned by Mr. Hurley were retained. The word "Recommended" refers to the Catholic contributors to the list; but, of course, it was desired that the high school list especially have complete acceptability.

Recommended Titles is meant as a supplementary reading list; and, in general, books of a reference nature are omitted. The distribution of books according to the classification (as mentioned in the advertisement for the high school list) is: 40 per cent fiction, 20 per cent biography, 14 per cent religion, 4 per cent to 6 per cent in each of the fields of sociology, science, arts, literature, and history. There are no annotations, strictly speaking, but descriptive words or phrases accompany many of the entries.

Very likely many of you in this audience have a copy of the high school list, and therefore know what it is like. Others, if perhaps forced to leave too quickly to see a copy here, can contact someone in the local Unit, especially the chairman or the chairman's successor, about glancing through a copy. Copies were sent to all the Unit chairmen, last year, early in 1954.

Recommended Titles we hope will not grow old. Work is well underway to add supplements to each list. From the viewpoint of the printer—he expects only a few pages to insert—this will be hard to achieve, since we have on hand twenty-eight typed pages for the high school and twenty-one pages for the grades. Many titles can be eliminated, but others will have to be added—

newer 1955 titles. This time we are going to give a little more description with each title.

Sister M. Davidica, I.H.M.: The Budget

A budget is necessary for a library. And planning with a budget makes the librarian critical of what is at hand.

Various standards for budgets are set by ALA and by accrediting agencies. ALA considers \$300 as the annual minimum and specifies \$1.50 per pupil for larger schools; it will likely raise this per-pupil expenditure, in a short time, to \$2.00 or more. (The various standards, by the way, may be found in Henne, Ersted, Lohrer. *A Planning Guide for the High School Library Program*, A.L.A., 1951, p. 88 ff.)

To help develop the budget, there can be cooperative planning with the principal, showing the areas that are most used, and those which should be used, according to past experiences, present conditions, and future needs. A specific allocation that can be spent at the discretion of the librarian is desirable.

As regards our budget: there are certain quantitative and certain qualitative standards which must be considered in developing a budget. Fargo and the *Standard Catalog* indicate certain percentages for different subjects; these are useful, but ought not to be followed blindly, since they are meant for schools which place more emphasis on home economics and manual arts and less emphasis on religion. (Percentages have been worked out for Catholic schools by Brother Gruenwald, and may be found in the *Catholic Library World* of March, 1954.) For quality, we ought to consider well why we have our present stock of books.

To make the budget go further, we can invest in paper books and pamphlets, and consider how the students might make use of certain reference books and other books at the public library and at other libraries. And the possibility of using other libraries might be taken into account and indicated when there is question of an evaluation of our own library.

Elizabeth Connelly: Librarian-Teacher Cooperation— Library Versus Study Hall

In order to work together harmoniously, principal, faculty, and library personnel must know the philosophy and curriculum of the school and work cooperatively to achieve its specific goals.

How is this cooperation attained? On the part of the librarian, it means (1) acquainting faculty members with books, book reviews, and maga-

zine articles pertinent to their departments or of personal interest to them; (2) having systematized and publicized procedures for book selection and for the admittance of students to the library; (3) welcoming book recommendations—with some assurance that the book, if purchased, will be circulated.

The recommendation of books can be done by means of order cards, where books, suitable for a department, can be written in complete form: author, title, publisher, price.

Books purchased by the library can be given to the teachers for a couple of days before technical processes are begun. This makes for good relationships and helps advertise the book.

Faculty members are allowed to keep books as long as they wish, unless there is a demand for them. Service to faculty members is important for the promotion of good will. Reminders of books they have borrowed might be sent to them once or twice a year.

Teaching the use of the library and its services develops favorable relationships among faculty, students, and library personnel. Once basic skills are known through instruction, this is best continued along with assignments which require the use of the library.

One of the most satisfying services is the provision of material in regard to colleges, professions, and occupations. For professions and occupations, there are the Science Research Associates booklets. For choosing a college, there are college and university catalogues, the *College Blue Book*, *Lovejoy's Guide to Colleges and Universities*, and *How to Prepare for College Entrance Examinations*. These are used primarily as a follow up from the counseling program.

The library versus the study hall situation is controlled cooperatively by the use of admission slips during the day—where this is the practice.

For qualified librarians there is professional attainment, as for others on the faculty; librarians ought not lose sight of this, but keep a professional alertness. This will assist in the promotion of good relationships with the faculty.

Sister M. Louis Bertrand, S.S.N.D.: The Reading Program in the High Schools

Just exactly what adolescents should be advised to read is an object of controversy; yet the ideas of experts, in the matter, seem quite sound, and they will be expressed in this paper. Religious books will not be mentioned, but the same ideas apply.

The importance of the program of reading is

expressed by Lucille Fargo, who says that the educated world agrees there is little learning without reading; by John Coulburn, who states that more attention should be given to the reading program in the schools; by Gertrude Wolfe, who holds that schools are only as good as their libraries.

The question is asked why only 25 per cent of the adult population is found to read only one book a month. The answer, in a pamphlet by Grambs, "Development of a Lifetime Reading Habit" (R. R. Bowker Co.), is that blame rests on the school, the faculty, and the librarian.

We ask, are children continually provided with satisfactory experiences in books? Do they have the right book at the right time? Are books boring? We know, at the same time, that competing activities are quite abundant in these days.

We find that English teachers are dissectors of literature, and that other teachers are hardly interested in books. There is a lack of enthusiasm for reading on the part of teachers; but when it does exist, it encourages reading in the students.

The technique of the book report is blamed because it forces reading on the student. It is said that the allergy to reading is seldom overcome by a classic. Reading can be started with the easier and more pleasing type of book, a book concerned with contemporary life and environment, after which taste can gradually be developed. The reading of *Seventeenth Summer* can lead to other reading. The transfer to more adult books can come through the so-called "teen-age" book.

A very effective way of gaining readers is the book talk. Here the emphasis is on the pleasure of reading. During the talk, certain choice portions of books are read and these encourage the adolescent to read further, on his own.

In regard to the pleasure of reading, the adolescent ought to know not only what he does or does not like, but also why; he should develop a critical judgment on books and not accept every idea or opinion that is proposed. His reading, while for pleasure, should also be critical. The pleasure found in the beginning of his reading will lead him on.

The above summary is mostly the same as it was given, April 15. There are some small changes and additions.

REV. STEPHEN A. MEDER, S.J.

Easter Week in Boston

The high school program for the Boston Conference is almost set. It looks promising.

CLA News and Views

BY SISTER EDWARD, S.C.L.

NO THOUGHT OF COMPETITION with Phillips Temple is entertained in presenting this brief excursion into the realm of CLA unit newsletters and other news sheets. By this time you know that Mr. Temple has been requested by the ALA to compile a list of all library publications to be included in a library publications' directory.

JOTTINGS FROM CORRESPONDENCE and newsletters, last year and this, reveal:

"NOTES AND QUOTES" of the NORTHERN CALIFORNIA Unit has become irregular because the "Secretary's irons in library work and school work have come to white heat at the same time, and school work must come first."

The CLA HOSPITAL SECTION bimonthly *Newsletter* reaches more than 250 hospitals. The editor, Catherine O'Day Hollis, Mercy Central School of Nursing, Grand Rapids, is author of articles in *Nursing Outlook* and *American Journal of Nursing* besides "Books and Bandages" in CLW. The publication aims to be a "practical medium for making the scattered hospital population one in thinking and action" and to serve as "a clearing house for problems."

The PHILADELPHIA AREA *Newsletter* paid tribute in its January, 1955 issue to its neighbor: "The TRENTON Unit, though scarcely a year old, is publishing a splendid *Newsletter*."

We heartily agree. More than a news sheet, the 9-page Christmas and Easter issues made their debuts in artistic or colorful velotex covers with compelling black and white line drawings or silk-screen designs. The NEW JERSEY *Newsletter* of April, 1955, describes the TRENTON publication as "sprinkled with poems, book suggestions, and drawings."

SMART is the 5½ by 8½ mimeographed 8-page PHILADELPHIA AREA Unit *Newsletter*. Excellent is its coverage of news of interest to all groups. Recent issues, for example, have carried ideal news, group news, book news, an explanation of the modern circulation system at the Philadelphia Free Library, announcements of future meetings, "News of Our Members," and advertisements. The masthead names Jan F. Hindman, Editor of this 6-year-old quarterly; Alphonse F. Trezza, Managing Editor; and Madeleine Graham, Circulation Editor.

IN ITS THIRD YEAR, THE NEW ENGLAND UNIT

News Bulletin is published on 8½ by 11 paper, with a printed nameplate in Bodoni and the motto of CLA. "Via, Veritas, Vita," in Old English. News of much variety is mimeographed.

THREE TIMES A YEAR Editor Louis Lorei, of Gannon College, Erie, sends out the verityped WESTERN PENNSYLVANIA *Newsletter*.

WITH A DISTINCTIVE "FLAG" the GREATER NEW YORK Unit's *Newsletter*, now seven years old, presents in its mimeographed 8½ x 11 pages a letter from its chairman, Sister M. Louis Bertrand, SSND, news and previews, progress of the Student Library Assistants' Guild, and a classified ad, "Position for High School Librarian Open."

Did the WASHINGTON, D. C. Unit realize its plan to mail at least once a year a news sheet ("not a literary journal") to everyone on its entire mailing list?

The *Newsletter* of the ILLINOIS Unit appears on Unit stationery, but gives a neat marshalling of CLA data and inquiries: "What sort of news do you want to read in the *Newsletter*? Reviews of new books? Personnel news notes? Special projects in individual libraries?"

Hardly two years old, MISO CO, the MID-SOUTH CONFERENCE news sheet, died prematurely because of lack of funds.

ONE OF FINEST

SIX-YEAR-OLD *Newsletter* of the MICHIGAN Unit is one of the very finest. In its 7 x 8½ letter-press pages appear, in extremely readable form, news and comment of everything from V I P's in the Unit to the latest Newbery Medal Award. Members prominent at the National Conference in Milwaukee were Sister M. Claudia, I.H.M., Rev. Francis Green, C.S.S.F., and Sister M. Davidica, I.H.M.

Forward, the newsletter of the Michigan Association of School Librarians, gets mention in the February, 1955 issue of the Michigan CLA paper.

CONSIDERABLY OLDER than many others is the news publication of the PACIFIC NORTHWEST CONFERENCE, the *Pacific Catholic Librarian*. The January, 1955 issue was number 1 of volume 14. The masthead carries the information that it is "published on occasion." The retiring chairman and editor, Rev. Luke O'Donnell, O.S.B., thanked all those who had aided him and gave a word of encouragement to his successor, Mrs. Rosemary McDonald, and of welcome to Rev. Vincent Conway, S. J. The editor considered the newsletter "the strongest link binding together the members of the Conference."

NEW MEMBERS

CALIFORNIA

- North Hollywood*
Sister Mary Katherine Patrice, B.V.M., St. Charles School
- Oakland*
Sister M. Ermengarde, S.N.J.M., Holy Names College Library

CONNECTICUT

- Norwalk*
Miss Margaret M. Hart, In., Our Lady of Fatima Library

ILLINOIS

- Aviston*
Sister Mary Ignatius, S.S.N.D., Aviston Community High School
- Blue Island*
Sister M. Annunziata, O.S.M., Mother of Sorrows High School
- Chicago*
Headquarters Library, American Library Assn.
- Evanston*
Mrs. Gerard E. Brunelle, In., St. Nicholas Parish Library
- Pinckneyville*
Saint Matthew School Library, In.
- Wilmette*
Sister M. Andre, S.C.C., In., Mallinckrodt College Library

IOWA

- Des Moines*
Miss Stella M. McGuire, In., Mercy Hospital School of Nursing
- LeMars*
Sister Alvara, Gehlen High School

MARYLAND

- Towson*
Miss Mary G. Creaghan, Loyola High School

MASSACHUSETTS

- Brookline*
The Archbishop Cushing College Library
- Fitchburg*
Mrs. Joseph D. Ward
- Lowell*
Sister Marie Augusten, S.G.C.
- New Bedford*
Mrs. Timothy P. Keating, Keating's

MICHIGAN

- Grand Rapids*
Mrs. Albert Piechocki, Chmn., League of Catholic Home and School Association

MINNESOTA

- Minneapolis*
Miss Johanna Collins, Minneapolis Public L.
- St. Paul*
Miss Margaret Thoennes

MISSOURI

- Clayton*
Bro. Herman Drees, S.M., In., Chaminade College
- St. Louis*
Mr. James V. Jones, Dir., St. Louis University Libraries
- University City*
Sister Mary Immaculata, R.S.M., Mercy High School Library

NEW JERSEY

- Bayonne*
Mary E. O'Connor
- Dover*
Sister M. Veronica Joseph, O.P., Sacred Heart Convent
- Leonia*
Miss Virginia M. Nagle
- Rumson*
Sister Mary Brendan, Holy Cross School L.

NEW YORK

- Brooklyn*
Miss Ruth Anne Korey
- Newburgh*
Presentation Junior College, In.
- Rockville Center*
Molloy Catholic College for Women
- Staten Island*
Mother St. Natalie Frances, C.N.D., Notre Dame College
- Yonkers*
Sister Marie Ann, St. Joseph's Hospital

OHIO

- Cleveland*
Miss Joan Frankel, In., Intercollegiate Newman Club of Cleveland
- Mrs. Eliza Greve, In., School of Nursing Library, St. Vincent Charity Hospital

OKLAHOMA

- Tulsa*
Ivo A. Nelson Medical Library, St. John's Hospital

PENNSYLVANIA

- Gwynedd Valley*
Sister Mary Consuelo, Academy of the Sisters of Mercy
- Gwynedd-Mercy Junior College Library
- Malvern*
Miss Agnes Farley
- Philadelphia*
Mother Marie Yvonne, R.A., In., Junior Library, Academy of the Assumption

TEXAS

- San Antonio*
Miss Mary Placette

VIRGINIA

- Arlington*
Sister Joseph Marie, S.L., St. Ann's School
- Alexandria*
Sister Francis Angela, C.S.C., Saint Mary's Parochial School
- Rock Castle*
Sister James Mary, Library of Saint Francis de Sales High School
- Waynesboro*
Rev. Henry E. Hammond, St. John's Catholic Sch.

WISCONSIN

- Milwaukee*
Bro. Anthony Sobocinski, S.M., Don Bosco H.S.

CANADA

- Windsor, Ontario*
Assumption College, In.

R Books and Bandages

BY CATHERINE O'DAY HOLLIS

AND

SISTER TERESA LOUISE, C.S.J.

The Library Committee in Action

The library committee can be an important arm in establishing and operating a library. In the following paragraphs the advantages and activity of the library committee will be indicated for both the nursing school library and the medical library.

NURSING SCHOOL LIBRARY

In the nursing school, the library committee acts in an advisory capacity to the librarian and aims to forward the educational objectives of the school. Its functions consist of selecting, rejecting and reviewing books, also in aiding the education of students by maintaining an attractive and adequately equipped library which will complement, correlate and extend the work of the curriculum.

Membership of the library committee consists of the librarian, the director of the school, three faculty members and two students. The activities of the library committee are planned for the entire year at the beginning of the school year and meetings are arranged for on a monthly or bi-monthly basis.

After opening the meeting with a prayer, the business of the first meeting is the election for chairman and secretary. The decision is made on frequency of meetings with tentative dates set and the place arranged for. The length of a meeting is also determined in order to facilitate planning. The librarian gives an explanation of the functions of the library committee and makes suggestions for committee activities. The meeting closes with a discussion of current business.

PARTICIPATION OF MEMBERS ENCOURAGED

For the further development of the plan, expect every member of the committee to *participate* and contribute to the thinking of the group. The experience of meeting and thinking together on library affairs generates keen interest. Members of the committee are the public relations group that sells the library and its policies to faculty and students. Talk about the present

status of the library, its use, quote statistics, show strong and weak points and needs.

In describing the functions of the library committee read: "Functions" p. 40 in *Library Handbook for Schools of Nursing*, 1953. Discuss these with the committee. Appoint a work group to adapt these functions to your own library situation before the next meeting. Sometimes each member is asked to bring to the next meeting at least two objectives of the committee. These are considered; the best ones are selected and are referred to from time to time in the committee's examination of conscience.

"What do faculty members expect of the library" is a good question for the first meeting. For this meeting a faculty member can be asked to read "The Nursing School Faculty and the Librarian," *American Journal of Nursing*, 47: 377, 1947. This is suggestive material to start the discussion moving and is adaptable to any needs.

For the second meeting, "What does the librarian expect of the faculty," will give the librarian a chance to build up faculty-library relations and also to suggest points for improvement. It will be well taken, if done in a friendly way.

In the third meeting the question, "What do students want of the library," will bring the student into the picture. A student can prepare the article "The Library in the Life of a Competent Nurse," *American Journal of Nursing*, 44:976, 1944, or some other article along this line. Have students shop around some time in advance of their meeting for the opinions of other students on the library. These can be presented and suggestions offered, if there are problems.

For the fourth meeting, the material aired in the previous three meetings is analyzed and summarized and used as a basis for policy making or remaking.

Current business and problems are discussed after one of the above topics has been finished. Work groups can be appointed to study problems and to bring back findings to the next meeting.

At the first meeting, a bibliography of suggested reading on the library can be given to committee members. At each meeting new books or pamphlets can be brought, and, in the time that is left after current discussion, the librarian can talk of the merits of the most recent "buys." This is always an interesting note to end on because most people love new books.

This program is planned for a school year. If

there is another meeting, faculty members could give book reports or reviews of recent articles about the library in current journals. This furnishes live discussion material and usually ends up with some ideas they would like to see tried.

THE MEDICAL LIBRARY

The library committee in a medical library also acts as an advisory body to the librarian, but it has additional functions. The members, however, are members of the medical staff. The membership can consist of from three to five medical men, the superintendent of the hospital and the librarian. The committee acts as a policy making body in conjunction with the hospital administrator and the librarian, to formulate rules governing the use of the library, and to assist in the enforcement of the same.

As many medical staffs contribute to the support of the library, it becomes the duty of the library committee to foster contributions and arrange for funds to support the library.

The selection of books is also a major consideration in the medical library. The librarian checks the journals for new books and makes a list from which the library committee can select book which will improve the medical collection.

There have been suggestions as to members serving for one or two years, and a system of rotation in order to give all interested staff members a chance to serve on the library committee. Another method of interesting staff members is to have specialists review the new books which concern their field.

Any problems that arise in administering the library may be brought to the medical library committee for solution. The committee, too, may encourage the librarian to broaden her field of knowledge in many ways, in order that her services to the staff may become more valuable.

In a small hospital a good, well functioning medical library committee is not only valuable, but essential.

Hospital Librarians

A coming issue of the CLW will feature a cover showing one of the Association's more prominent librarians in action in her hospital. The same issue will include a lengthy, annotated list of periodicals suitable for the nursing school library, prepared by Pauline M. Vaillancourt of Mary Immaculate Hospital in Jamaica, New York.

Talking Shop

BY RICHARD J. HURLEY

THE ANNUAL INVITATION to jump into print in this column—the ink is fine—is hereby extended. News notes, ideas, gadgets, publications, short papers on timely subjects and the like are all grist to our mill. We especially welcome new voices who sometimes feel that they should not rush in where the old timers have trod. Our private opinion is that library science is a pioneer movement, and this is particularly true of school librarianship. There is very little folklore in the profession, but we have carried over into school practice some routines and theory of the public library. There are modifications and adaptations to be made to meet the special needs of Catholic schools, which, with each passing year, present a greater area of Catholic action. Our lines of communication are virtually non-existent. Talking Shop should be a clearing house for solving our mutual problems and it can be exactly that with your help. Let us hear from you!

Recently we read the ninth book of Father James Keller, M.M., *Make Each Day Count* (Hanover House, 1955. \$2.95.) As you might expect it has a thought for every day plus a bit of the Bible and a prayer. We didn't note anything dealing with libraries, books or reading, but the Christopher idea has much to recommend it to us as librarians. Yes it is better to light a candle than to curse the darkness. We like to think of Talking Shop as a beacon, a lighthouse, helping to show the way to the more efficient use of books and libraries. We made the Christopher idea the theme of our talk last spring to the Philadelphia school librarians.

The librarian should see in his task not merely the routines, which give so much of the work a clerical flavor, but the great results by which children and young people are trained to serve and love God in this world and to be happy with Him in the next. The biography which you pass—perhaps nonchalantly—across the desk may prove to be a moving factor in the borrower becoming a lawyer, doctor, engineer, teacher, priest, religious—a librarian. The animal story may tell a needed lesson in kindness, the sports story in fair play. A book of poetry laden with inspiration may help him on during the rainy days that come into everyone's life. Book selection becomes an almost

sacred mission, and the placing of the right book in the right hand at the right time the ultimate object of our library work.

The librarian can also spur on the library squad with this zeal and enthusiasm. These young assistants, in turn, will bring the right perspective to their tour of duty. The drudgery of reading shelves, and carding books, and filing cards is mitigated by the realization that this is but part of the grand scheme of things. Some of the librarian's enthusiasm will rub off on his student assistants and some of theirs upon the users of the library. Try the Christopher idea this term and let us know how it works for you.

PROPS FOR PUBLICITY

Visitors to our Library Science Department have been intrigued by our "book mobile" made of wire coathangers and cord. We present a picture of it viewed by Mrs. Joseph Popecki and daughter, Judy. Need we say the picture was



Flying Display

snapped by our audio-visual aids specialists, Joseph Popecki of the Catholic University library staff. A Disneymobile of thirty Disney characters can be purchased for \$1 from Simon & Schuster. Three dimensional display work is well presented in a book by Toni Hughes, *How to Make Shapes in Space* (Dutton, 1955. \$4.95), which deals with posters, ornaments, cards, and decorations. A fine chapter on paper craft is given in C. C. Roberts' *The Real Book about Crafts* (Doubleday, \$1.50.)

At the American Library Association convention in Philadelphia we saw a number of illustrated work manuals, or procedure books. However, one of the best in our view is that of Sister Theresa Joseph Schmidt of the Sisters of Loretto. It is a kardex type, three pages with twelve holders each, and with photographs covered by cellophane. Subjects treated are: the organization of the library, the processing routine, and work at the desk. Rev. Ambrose L. Burke, T.O.R., Librarian

of the St. Francis Preparatory School, Spring Grove, Pa., sent us his "propaganda sheet," *Accession Record*, designed to keep students and faculty informed of what the library is doing. A splendid idea. We highly recommend to your attention *Sources of Free and Inexpensive Educational Materials*, from Field Enterprises (Merchandise Mart Plaza, Chicago 54). Its 192 pages include a Directory of Sources and a Subject Index, and the cost is \$5. It inventories 850 sources from a possible 6000! And look for our own manual on how to organize an elementary school library to be distributed this fall by Pflaum to 11,000 Catholic schools through the courtesy of the Commission on American Citizenship.

Cover Photos

It is not easy to find suitable photos for our covers. We invite readers to send us any they may have. Catholic University has led the way with the now famous old soldier of May. We promise to return those we use and those we don't use.

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Book Talk for the Professional

BY SISTER M. CLAUDIA, I.H.M.

AIDS FOR BOOK WEEK

The Michigan State Library is now issuing a *Quarterly Bulletin* listing books for children and young people which is available to libraries on request. The booklet is a selection of recent titles published in this area and is intended for use as a book-buying guide in those areas where book funds are limited and book selection aids not readily available.

Essential Books is a new magazine which will be of particular interest to college and university libraries. Published in attractive format, the first issue (October, 1955) states that its purpose is "to announce, describe, concisely and factually, books on subjects of interest to scholars, librarians, the various professions, and other readers with serious interests." The publication will be issued five times a year and will include the books of most American university presses and other scholarly institutions, publications of Oxford University Press, and those books of British origin for which *Essential Books, Inc.*, is the publisher in the United States. The books included will be, for the most part, those published within the thirty days preceding and the thirty days following publication of each issue. Published by *Essential Books, Inc.* (16-00 Pollitt Drive, Fair Lawn, New Jersey), a subsidiary of Oxford University Press, the magazine will be available at \$1.00 a year.

The September 15 issue of *Library Journal* carried the sixth annual supplement to LJ's original list of basic books on art (cf. *Library Journal*, September 1, 1949). Compiled by Alice S. Plant, the 1955 supplement includes books from nineteen publishers with a total purchase price of \$265 and an average price per volume slightly over \$10.

The list of fifty outstanding religious books of 1954-55 appeared in the September 1 issue of *Library Journal*. Phillips Temple represented the Catholic interests on the A.L.A.'s Book Selection Committee of the Religious Books Round Table. In addition to the fourteen Catholic titles appear-

ing on the list, special citations for general excellence were given to the *Fathers of the Church Series* (Fathers of the Church, Inc.) and *Ancient Christian Writers* (Newman Press.)

Helen Hayes, currently appearing on Broadway in the revival of Thornton Wilder's "The Skin of Our Teeth," will prepare the Catholic list of twenty-six titles for the 1956 Lenten Reading Lists sponsored by the Religious Publishers Group. Serving on the committee with Miss Hayes are Ann Reinicke of Sheed and Ward, John Delaney of Doubleday, and Virginia Mathews of Longmans, Green.

UNIVERSAL COPYRIGHT CONVENTION

The Holy See deposited its instrument of ratification of the Universal Copyright Convention on July 5, 1955. The Convention went into effect with respect to Vatican City State on October 5. The Holy See was the thirteenth adherent to ratify the Universal Copyright Convention.

EDUCATION U.S.A.

An educational exhibit, "Schoolroom Progress U.S.A.," began a three-year tour of the country in September of this year. Sponsored by the *Encyclopedia Americana*, the Henry Ford Museum, and Greenfield Village, the exhibit consists of two railroad cars representing the old and the new in classroom design. This is a good idea to work on for a library display in connection with the White House Conference on Education.

MICRO-REPRODUCTION

In 1952 the entire card file of all recognized remnants of the *Vetus Latina Bible* assembled at the Benedictine Archabbey of Beuron was microfilmed to guard against possible loss of the material and to make it more widely available to scholars. Two complete sets of the positive film (100 reels each) were retained at Beuron where they will be used for an expanded printed edition of the *Vetus Latina* material. Two additional positive copies are on deposit in this country; one is in the custody of the Librarian of the Catholic University of America, the other is at the University of Notre Dame.

Three other major projects are underway in this country. The Evans-Sabin Microcard Project, under the editorship of John Cook Wyllie of the University of Virginia, plans to issue 2,500 microcards of source materials for American studies per year. The American Antiquarian Society is issuing a microprint edition of the early American imprints listed in Evans and sup-

plements, 1639-1800. The American Studies Association is sponsoring a project entitled "Microfilm and Bibliography: American Civilization to 1876." This latter project will include the microfilming of approximately 6,000 rare books pertaining to American civilization, published before 1876, and the preparation of a bibliography listing the works microfilmed and certain related items. Both the films and the bibliography will be issued as the "New American Culture Series" and will be a continuation of the "American Culture Series" originally supplied by University Microfilms of Ann Arbor.

NEWS FROM THE PERIODICALS

Sample copies of *Senior Citizen* are available from Senior Citizens of America (1701 Sixteenth St., Washington 9, D.C.). This new digest-size magazine began publication in January as the official journal of the national organization which sponsors it. The organization's leaflet, "So You're Over 40," is also available free of charge if a stamped, self-addressed envelope is supplied.

PAPERBACKS

The latest organization for distributing paperback books is the Paper Editions Book Club. A minimum purchase of \$2.00 worth of books from the Club's Selection List entitles members to a subscription to three issues of *Paperbound Books in Print* for \$1.50 (regular price, \$2.00). The July issue of *Paper Editions*, the Club's monthly catalogue, includes in its brief survey of the history of paperback books a reminder that the first paperbound titles were produced in the Venetian print shop of Aldus Manutius.

American School Library Directory. Part III: Mid-Western States; a geographical list of school libraries with statistical data. New York: A. R. Bowker Company, 1955. 225 p. \$15 (52-6286).

The third section of this ambitious publication follows the lines of Part I (Southern) and Part II (West and Southwest) published in 1952 and 1953. The Mid-West section lists 9,170 school libraries in the states ranging from Illinois to Wisconsin, and includes data on grades, enrollment, number of volumes, and annual budget. General information, supplied by the state official in charge of school libraries, is listed at the beginning of each state list. Special attention has been given to providing a list which can be readily used for reference and for mailing purposes. Supplementary information which will be helpful to librarians in the area covered includes bibliographical information for lists of books recommended by the various state offices from which school library books may be selected, national organizations concerned with school libraries (C.L.A. 1954-55 information is included), and colleges within the area offering courses in library science. Part IV, which will cover the New England and Middle Atlan-

tic States, will be the next and last part to be issued.

When completed this Directory will provide much helpful information for making a study of the school library situation in private and parochial schools. It is encouraging to see in this section an increase of full-time librarians in Catholic schools.

Charging Systems, by Helen Thornton Geer. Chicago: American Library Association, 1955. 177 p. (55-8712).

The publication of this book makes it opportune for libraries to reconsider charging systems which have been in operation for some years. The author has given a brief but helpful survey of the development of charging methods from the ledger system of one hundred years ago to the many photographic methods employed today. She makes it clear, however, that the selection of a charging system for a specific library must be made in terms of local needs as well as estimates of cost involved and efficiency achieved.

Seventeen charging systems are described in detail, most of them particularly associated with public libraries although a few have been adapted for use in some colleges and universities. A comparative table sums up the advantages and disadvantages of the various systems described. Appendix A lists some libraries using each charging system, and Appendix B gives a partial list of companies selling equipment and supplies. The selected bibliography is classified according to method and includes four references to the *Catholic Library World*.

A Manual for Writers of Term Papers, Theses, and Dissertations, by Kate L. Turabian. Rev. ed. Chicago: University of Chicago Press, 1955. 82 p. \$1.25. (55-5151).

This helpful guide for all research writers has grown from a small pamphlet of sixty-one pages to a full size annual of eighty-two. The original edition published in 1937 was compiled for writers of dissertations only, but this revision includes notes and suggestions for the writing of formal papers of any type. Many examples have been added, and some sections have been greatly amplified. The rather confusing form for noting series has been retained, although a few changes in punctuation and spacing have been introduced. Used in connection with the *University of Chicago Manual of Style* (1949) this is the best source for bibliographical form and an indispensable reference for every college and university library.

Problems and Prospects of the Research Library, edited by Edwin E. Williams. Published for The Association of Research Libraries by The Scarecrow Press, New Brunswick, N.J., 1955. 181 p. \$3.50.

This volume of papers and proceedings of the Monticello Conference of the Association of Research Libraries is the result of a meeting of librarians, professors, and university administrators who were guests of the University of Illinois at Allerton House in Monticello, Illinois, from October 29 to 31, 1954. The purpose of the Conference was to bring to light problems that might well be investigated by the proposed commission on financial problems of research libraries which the Association of American Universities had proposed to sponsor.

The ever-expanding nature of research and of publication, the desire of faculty members to have research materials conveniently available, the rise in processing

and service costs as collections enlarge, the need for larger and more functional buildings, all these have caused library budgets to rise (although not out of proportion with other university costs), and thus have caused anxiety to university administrators as to what the future holds. Reduction of processing and service costs offer little hope; greater specialization in acquisitions might follow some concentration in curricular and research programs, an unlikely outlook at present. The inauguration of a service fee to be charged outside users seems to offer slight prospect of substantial income. Thus, librarians are in a dilemma, between providing for increased faculty demands ("the optimum is everything," Coney) and the increasing reluctance on the part of administrative officers to provide more funds. More planning *within* each institution was advanced: "Librarians have been at fault in making plans by themselves. It has been easier for librarians to work with each other than with scholars. . . . The isolation of librarians from the sources of high administrative policy has encouraged their exclusiveness," Coney.

It seems to this reviewer that "research" has become the magic word; any faculty member who designates his work as research defies attempts to go counter to his desires. The norms and controls for determining the validity of research seem largely underdeveloped. As a synthesis of the current thought of the leading university librarians and of representative administrative and faculty members this well-edited report will be of great value in planning the future inquiry to be conducted under Association of American University auspices. Necessarily its appeal will be primarily to university people and those specialized libraries catering to the research worker.

EUGENE P. WILLGING

Training Needs of Librarians Doing Adult Education Work, by Lester Asheim. Chicago: American Library Association, 1955. 44 p. \$1.50 (55-10209).

This is a report of the Allerton Park Conference held from November 14 to 16, 1954, under the auspices of the American Library Association and made possible by a grant from the National Committee on Study Grants of the Fund for Adult Education. It records the attempt of the Conference to identify the kind of training which will best equip librarians for active participation in adult education programs. The general conclusions in this report take the form of a series of recommendations: to the library schools, to the field of librarianship, and to the general public. A follow-up meeting in 1956 was one of the suggestions coming out of the conference. According to the list of participants included with the report, no Catholic library school was represented at the Conference.

University of Tennessee Library Lectures, numbers four to six, ed. by Katherine L. Montague. Knoxville, Tenn.: University of Tennessee Division of University Extension, 1954. 46 p.

The first three lectures of this series were published in 1952 as one issue of the *University of Tennessee Record* (v. 55, no. 1). These were so well received that the Lecture Series Committee decided to make numbers four to six also available to a wider public by publication. This volume contains "Development of Research Collections in University Libraries," by Robert B. Downs; "The Study of Reading Effects," by Lester Asheim; and "The Magnetic Field," by Lawrence Clark Powell.

Books for Young People

BY HELEN L. BUTLER

BALL, Zachary. *Bar Pilot*. Drawings by Arthur Shilstone. Holiday House. 218 p. \$2.50.

A fascinating story of pilots, ships and people, which portrays the courageous determination of a 16-year-old orphan boy to work hard under the stern, rigid discipline of his grandfather, and to become eventually a successful bar pilot. The friendly, interesting community life at Pilot Town forms an unusual background for the story which begins early in 1860 and reaches its climax in the arrival of the Union fleet at New Orleans. Dangerous conditions in the delta passes of the Mississippi demand constant vigilance; regardless of time or weather, sailing vessels must be met and guided in and out by bar pilots who patrol the Gulf. This is Jim's glory.

The author adheres closely to his theme and presents interesting information regarding a field of work not known to many. This well written book is a very worthwhile adventure story for the junior high school boy, in spite of its lack of emphasis on patriotism.

SISTER M. ILDEPHONSE, S.S.N.D.

CARR, Harriett H. *Against the Wind*. Macmillan. 214 p. \$2.75.

A clean, fresh story about homesteading in North Dakota at the turn of the century, in which the focus is not primarily on adverse weather, claim jumping and insect hordes, but rather on "the Interests"—loan sharks, unscrupulous crews, and dishonest operators of grain elevators. Woven into the story is the part the State Agricultural College and the organization of farmers into honest political units played in stamping out these vicious practices. Boys 12 to 16 should enjoy the account of 17-year-old Dan and his Ma on whose shoulders rested the work and responsibility for the free farm, when Pa had a stroke. Grace and Eddie were too young to help; Dan's older brother, Slim, had run away the year before and Dan suspected him of being involved with "the Interests." A brutal neighbor complicated matters, too.

H.L.B.

CAVANNA, Betty. *Passport to Romance*. Morrow. 249 p. \$2.75.

The teen-age group will welcome another Betty Cavanaugh book. This one is the story of 15-year-old Jody Scott who has been given the opportunity of spending a year at a girls' school in Switzerland, with an abundance of winter sports. Especially interesting is Jody's reaction to the language barrier while trying to make friends with the girls from various countries. Since school regulations make French the common tongue, Jody has a reason for mastering that language. As sug-

gested by the title, romance enters the story in the persons of a ski instructor and of a young man met on board ship. High school girls, as always, will be delighted with this *Passport to Romance*, though it is not the author's most outstanding work.

SISTER M. ALISON, I.H.M.

CRAIG, Margaret Maze. *Marsha*. Crowell. 248 p. \$2.75.

The author has whipped up a concoction which has for its *piece de resistance* dependable, kind, fun-loving Marsha. Combine an ego-centric, selfish sister, a designing, social-butterfly mother, a harassed, overworked father, a vinegar-tongued, delightful grandfather. Add, for spice and special flavor, sturdy, impetuous Steve Holliday, and you have the book's main ingredients. Characters are finally drawn, and the Cinderella plot is interesting and provocative in its portrayal of a former "quitter" learning to struggle for her rights in the family.

SISTER ANNA DANIEL, O.P.

DUBKIN, Leonard. *Natural History of a Yard*; illus. by Carl Kock. Regnery. 208 p. \$3.50.

Addressed to adults but useful for biology classes, particularly in a large city, is this charming and informal account of three years' observation of the birds, squirrels and insects that came to the pocket-handkerchief lawn of an apartment house on Chicago's Sheridan Road. The author and his little daughter were joined occasionally in their natural history sessions by a puzzled janitor and by an elderly monsignor from a nearby church where rested some of the pigeons they watched. Whether the author is describing robins, ants, sparrows, spiders, Nutsy the squirrel or Rosie the pigeon, or the

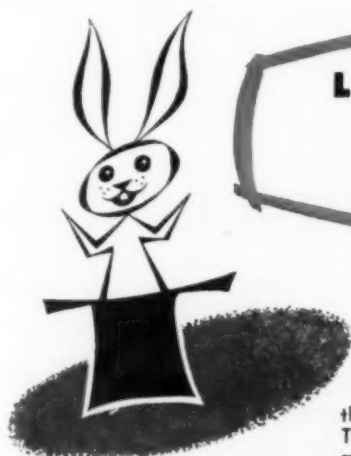
lone elm tree in the yard, he makes the thing observed seem eye-opening and important. Though limited to only what he saw in the yard, much interesting natural history comes through, as well as the friendly personality of the writer.

H.L.B.

FAULKNER, Nancy. *Pirate Quest*; illus. by Harve Stein. Doubleday. 256 p. \$2.75 (Junior Literary Guild selection).

Early in the 18th century, Ian MacDonald and his physician father sailed from Scotland for the New World, only to be captured by the infamous Blackbeard and his band of pirates. Because they attempted to escape, Dr. MacDonald was set ashore with a pistol and a small bottle of water, while Ian was released near Williamsburg, Virginia. After learning that the relative he expected to live with had died of the plague, Ian was apprenticed to a doctor, in accordance with his father's wish. Distaste for the profession and absence without leave to join an expedition that attacked Blackbeard's ship led to his dismissal. But his careful nursing of a Negro woman sick with smallpox restored both his interest and his opportunity to study medicine. Probably most appealing to the junior-high age, this is sound in its presentation of the futility and self-injury that result from harboring plans for revenge, in its depiction of the service aspect of medicine, and its incorporation of many interesting details and incidents relating to Colonial society and the medical lore of the period. Ian's father's self-destruction is passed over in a very brief episode, and may possibly escape the reader altogether. Readable and entertaining.

H.L.B.



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FINNEY, Gertrude E. *The Plums Hang High*. Longmans. 312 p. \$3.50.

A wholesome, adult novel of pioneer family life in the late 19th century, portraying the courage and stamina of young Hannah Maria, used to gracious living in her English home and forced to adjust to an entirely new mode of life while striving toward the goal her ambitious husband had set. Determined to own land, become an expert farmer and horse breeder, raise a family without fear of want, and if possible make a fortune in this land of plenty, Jethro Howard came to America with little money, no farming experience, and a pretty, much-indulged young wife. Totally unprepared for the crude and rugged setting that confronted her, only Hannah Maria's love for Jethro and her indomitable spirit kept her here. After hard work and many mistakes and disappointments, Jethro's dream of breeding Clydesdale horses came true, his fortunes improved most satisfactorily, and he became a gubernatorial candidate. Though the plot is slight and fairly familiar, older girls will enjoy the pleasant romance, the warm family life and strong ties of the pioneer home, the growth of a pampered family darling into a capable, mature wife and mother; and they can only agree that though the Howards' plums were fine, they were certainly not easy picking.

FRANCES C. DOWLING

FRIERMOOD, Elisabeth Hamilton. *Candle in the Sun*; illus. by Daniel Schwartz. Doubleday. 255 p. \$2.75.

A junior novel, tender, sound and unsentimental, about 16-year-old Kate Baker and her father who had too much imagination to finish anything he started. When he developed tuberculosis and his wife could not leave

the Indiana boarding house from which their income was chiefly derived, it was Kate who accompanied him to New Mexico to look after him. Eluding her vigilance, he invested their savings in a ramshackle grocery store, and was sadly cheated. When Kate had cleaned it up and had the business on the way to solvency, Pa took up a homesteading claim without water, tools or adequate housing. Though her mother and brothers came to New Mexico then, it was Kate who worked the homestead and nursed her father until his death. But it was Pa's book about the West, published after his death, which sent Kate to college.

There is nothing about the Catholic natives of New Mexico at the turn of the century, but much about the climate and the little group of Presbyterian church workers who were Kate's good friends, including a friendly rancher who stood by when things were at their worst. (A satisfying romance developed between his son and Kate.) The finest phase of the book is the girl's acceptance of responsibility, her initiative and hard work, and her unfailing love for and understanding of her father.

H.L.B.

GRAHAM, Shirley. *Booker T. Washington: Educator of Hand, Head, and Heart*. Messner. 192 p. \$2.95.

Story-biography of a noble soul and unselfish character, who dedicated his life to educating the people of his race for the rightful place in society to which their new-found freedom entitled them. Comparison with *Up from Slavery* is inescapable. This new account covers most of the same incidents but, omitting the speeches and papers of the autobiography, permits tighter integration and better storytelling, as well as a greater em-



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phasis on magnificent achievement in the face of mountainous difficulties. The result is a more dramatic and readable account for the adolescent. Of particular interest to the high school social studies class studying American racial problems, and especially timely for discussions on desegregation, this is also significant individual and voluntary reading. The cruelly hard labor in salt and coal mines, self-instruction in reading, study at Hampton made possible by the nickels and dimes of friends, life-long service for his neighbors' welfare, and above all the willingness to work unceasingly for a goal, should be inspiration to any young reader.

FRANCES C. DOWLING

HARRIS, Betty K. *Karen's Nursery School Project*. Messner. 189 p. \$2.75 (A Romance for Young Moderns).

Marriage and a career might be all right for some girls, but not for Karen. She and Joe Walsh decided that. But after Karen obtained a summer job as assistant in a nursery school, she soon realized that she wanted to be more than just "a pair of helping hands," though that would entail professional training. When Joe came to see that a means of making a livelihood is important even for a married woman, in case of her husband's illness or death, he agreed to Karen's going to college in preparation for a nursery-school career. Mrs. Harris has written about an occupation which is becoming more popular each day, and in the process gives several helpful tips. Hers is a pleasant book peopled with pleasant folk, in which the recommendation of marriage AND career is plain. Girls will like it.

SISTER ANNA DANIEL, O.P.

HILL, Lorna. *A Dream of Sadler's Wells*; illus. by Oscar Liebman. Holt. 220 p. \$2.75.

Sequel to *Veronica of Sadler's Wells*, by a writer whose daughter was a student at the famous ballet school, this is less concerned with the school than with Northumberland county life. Veronica, no longer a member of the school, practices faithfully between picnics on the moor with her cousins and a boy neighbor, conducting a roadside stall to raise funds for renting a pony, and feuding with Fiona, the disagreeable cousin. There is a performance for Lady Blantosh's garden fete which results in a London audition for a scholarship to the Wells, the trip for which is an exciting adventure. With girls 12 to 16, for whom a book on the ballet is a favorite, this should be popular.

H.L.B.

HOFSINDE, Robert. *The Indian's Secret World*; written and illus. by Gray-Wolfe. Morrow. 96 p. \$3.95.

In picture-book format with many full-page illustrations both in color and black and white, plus marginal drawings on almost every page, this attractive volume contains a sympathetic account of the symbolism inherent in Indian dress, weapons, religious ceremony, dream interpretation, and other customs. The information is usually personalized by the introduction of Indian characters, and so has narrative quality. Probably would be most useful in junior high school, though social studies classes concerned with the many cultures represented in the United States will find it interesting at any stage.

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KELLY, James P. and ELLIS, Mary T. *What the Church Gives Us*. Kenedy. 152 p. \$2.50.

A simple overview of Church doctrine, intended primarily for the non-Catholic, but a useful review for high school students, as well. In brief chapters varying from three to an occasional seven-to-ten pages, the nature of God and man, man's fall and redemption, the establishment and growth of the Church, the teaching, ruling and sanctifying functions of the Church, the Sacraments, prayer, and last things, are discussed.

H.L.B.

KNIGHT, Ruth Adams. *First the Lightning*. Doubleday. 224 p. \$2.75.

Readers who admired the work of Monsignor Carroll-Abbing in building a Boys' Town for lost Italian children after World War II will read about him and his town very briefly in this story of Giovanni whose mother fell in love with an American airman, Captain Joseph D. Oakes, better known as Joe Doakes. For years after Joe returned to America, Giovanni and Maria waited for him to send for them, but Joe was in a hospital and would not tell Maria. Giovanni began to despair of finding honest work, and only the gang seemed to offer a possibility of making enough money to care for Maria and her pitiful relatives in Naples. That was when Giovanni made contact with a member of Boys' Town and the future cleared a bit. This is a realistic picture, skillfully handled, of postwar conditions in Italy, which can be applied easily to adolescent gangs in America. It is also good pre-service reading for boys who face army training in the not-distant future. Beyond that, it is a good story, written with sympathetic understanding of

and admiration for Italy and Italians, though the religious aspect is not fully developed.

H.L.B.

McLELLAND, Isabel Couper. *Shadows on the Moor*; illus. by Jacob Landau. Holt. 222 p. \$2.75.

Early 19th century on one of the Orkney Islands, where 18-year-old Cathie Sutherland returns to live with her Granny in a humble croft on the moor and to be a kitchen maid in the great house. The dashing sailor, Colin Morgan, promises to take her away to London for art lessons, but it is the lady of the manor who improves Cathie's technique, and the minister's son, David Rae, who asks her to illustrate his book on the wild birds of the Orkneys. Good atmosphere, sound life-values, generous and carefully checked detail about local customs, plus interesting characters such as the wistful and slightly deranged lady of the manor, a cantankerous lord of the manor, gypsies on the moors and smugglers in the coves, re-enforce a quiet plot and should make the book popular with teen-age girls.

H.L.B.

MORIN, Micheline. *Everest from the First Attempt to the Final Victory*; illus. by Andre-Jo Veilhan. John Day. 205 p. Maps. \$3.50.

A beautifully illustrated account of the expeditions which from 1921 to 1953 attempted to scale the highest mountain peak in the world, with a chapter on the 1933 flight over it, another on the indefatigable Sherpa bearers, and a third on the Abominable Snowman. The six major expeditions are described in detail, the others dismissed more briefly. In every case, the majestic beauty of the mountain ranges, the flowers, birds and ani-

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imals of the lower regions, the numbing cold, violent gales and dangerous progress in the higher altitudes, and the careful planning and tons of equipment necessary, are brought out. Conflicting or unproved conclusions are cautiously reported. Because less emphasis is placed on the cooperative effort necessary to conquer Everest than is found in Leonard Wibberley's *Epics of Everest*, 1954, or J. S. Douglas' history of mountaineering colored and black-and-white lithographs, libraries small print in this new work may discourage the reader attracted by the subject and held a while by the striking colored and black-and-white lithographs, libraries may still prefer the Wibberley or the Douglas title, if only one is possible.

H.L.B.

VIPONT, Elfrieda. *The Family at Dowbiggins*; illus. by Terry Freeman. Bobbs-Merrill. 253 p. \$2.75.

A warm-hearted *Meet-the-Malones* type of story with a delectable English-Quaker flavor. To save their beloved farmhouse, the whole Conyers family cooperate fully—all seven of them, though quiet, artist-gardener Father does so unwittingly. "Paying guests" is gentle, wise Mother's plan. Some of these who were accepted most reluctantly by the children were so captivated by the cheerful spirit of Dowbiggins that they felt they belonged and wanted to stay. In this her seventh book (the third published in America) for young people, Elfrieda Vipont (Brown) Foulds presents friendly personalities, varied and idealistic incidents, and a wholesome philosophy, that makes a thoroughly satisfying book.

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Children's Books

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CALL, Hughie. *The Rising Arrow*; illus. by Jacob Landau. Viking, 1955. \$2.50.

Dan and Jack receive word that their father is missing in action in Korea. Uncle Emmet invites them to his ranch in Montana while waiting for further word from the Defense Department. They, with their mother, leave Missouri and enter into ranch life. The ranchmen are deeply interested in the family and the boys find every phase of sheep raising much more exciting than they had imagined. This story is expertly told. Although particularly recommended as a boy's story, it will hold the interest of readers of various ages.

DAVIS, Lavina R. *Donkey Detectives*. Doubleday, 1955. Jr. Lit. Guild. \$2.50.

Duffy Agnew, age 11, wins a donkey at the church fair. He decides to call him "Honey Ruffle" and hopes to be able to train him. A series of adventures prove a mystery afoot and shows Honey Ruffle to be a mighty good detective!

DODD, Ed. *Mark Trail's Book of North American Mammals*. Hawthorn, 1955

This book has the glow of a good picture book with thought provoking, interesting text. Covers all the major animal families—deer, antelope, oxen, sheep and goat; bear, cat, dog, etc. Readers of all ages should enjoy it. Pocket size.

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By a sister of St. Therese, translated by Michael Collins, S.M.A. Written by a sister of the Little Flower, this simple, intimate account of personal recollections reveals the magnificent personality and incontestable greatness of St. Therese's father. \$1.50

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FISHER, Lois. *Bible Picture Stories*. Children's Press, 1955. \$1.50.

This is an area where we all appreciate good picture stories for children. In this particular book, however, the drawings have the semblance of caricature. While the text is within the range of young ones, there is no indication as to what version of the Bible was used. It does not carry an imprimatur.

HOMAN, Helen W. *St. Therese and the Roses*. Farrar (Vision Books), 1955. \$1.95.

Her father and her four sisters nicknamed her "Little Queen"—for such was St. Therese to her family and friends, as she grew up in a motherless home. Helen Walker Homan has woven the life of this beloved saint into a beautiful, warm and accurate biography—stressing the love existing in her family life. The author portrays, without sentimentality, Therese's great devotion to the Infant Jesus and her miraculous healing through the intercession of Our Lady. After entering Carmel, Therese became ill. When she realized her death was approaching, she said, "After my death, I will let fall a shower of roses." And, after her entrance into Heaven, showers of miracles came to thousands—including the injured soldiers of World War I. This was the Little Flower's gift to humanity.

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NEVINS, Albert J., M.M. *St. Francis of the Seven Seas*. Farrar (Vision Books), 1955. \$1.95.

St. Francis Xavier was born in Castle Xavier in 1506 just before the struggles between his country and Spain.

The story of his college days in Paris, of how he became a priest in 1537 and of his many journeys to distant lands as a missionary are vividly described. His friend, Ignatius Loyola, arranged for hospital work for both of them in the Holy Land. Later sailing from Portugal, St. Francis went to India and worked vehemently there. Never ceasing in his holy purpose, he started forth to the pearl fishers of the Indies and finally went to Japan where he risked his life many times for the Church. On his ship, "The Holy Cross," he had hoped to reach China, but death prevented him. The miracle concerning the preservation of his body is delicately told in a way appealing to young people.

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PATON, Alan. *Land and People of Africa*. Lippincott, 1955. \$2.75.

Africa is a mysterious continent to most of our young people and this orientation by Alan Paton will prove an enchanting entrance into it. Told with great sensitivity and understanding of its people it will be a very welcome addition to our ranks of non-fiction books.

SHIPPEN, Katherine B. *Men, Microbes, and Living Things*; illus. by Anthony Ravielli. Viking, 1955. \$3.00.

This book gives a fine introduction into the lives and works of famous biologists. It should prove useful in enriching the curriculum in the field of biology. Miss Shippen has all the grace of a good story-teller and Anthony Ravielli's illustrations do much to enhance the book.



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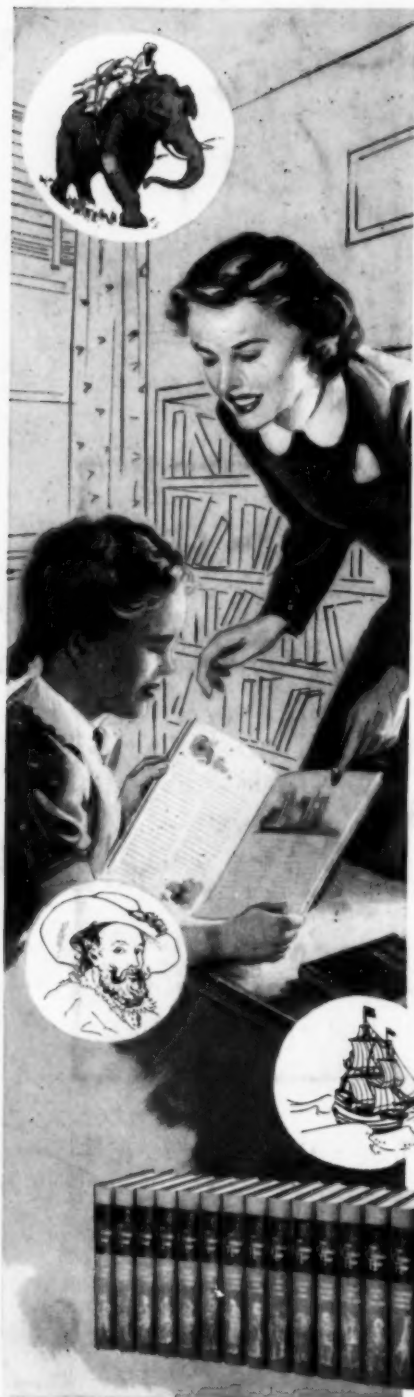
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